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ABSTRACT

During the 1969-70 school year, this program assisted 51 women in becoming qualified, certified teachers of young children. All were college graduates in fields other than education and most of them mothers in the over 30 age bracket. Funded by EPDA, this intensive teacher preparation program incorporated two major features--open education for young children and participatory preparation for novice teachers. Candidates participated in the program for 15 weeks, from 8&30 to 3&30 every day. The first 5 weeks consisted of visiting several different models of early childhood education as a morning activity. Afternoons were spent at Salem State College where students took three telescoped courses--Child Development; Language, Reading, and Literature for Young Children; and Mathematics in Early Childhood Education. A fourth course in Early Childhood Curriculum was given during the practicum. All students had the opportunity of working for 5 weeks with 3-to-5 year olds, interchanged with another 5 weeks of teaching under supervision in classes of children 5-to-8 years old. The general consensus of a questionnaire prepared and administered by an outside evaluation team was that most participants--candidate teachers, teachers, administrators, and teacher aides--thought the objectives were met and the program was highly successful. (The report includes details of the evaluation.) (RT)

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EVALUATION

of

Peabody Early Childhood Education Project

Academic Year 1969-70

conducted by

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INTRODUCTION

Project PERCEPT, an EPDA Program joined under Part B-2, represented an effort on the part of the Peabody, Massachusetts, Public School System to assist in attracting and helping to qualify selected candidates for intensive professional preparation for teaching in nursery school, kindergarten, and primary grades. Joining with Salem State College, the North East Regional Center of the State Department of Education, and the Andover Public School System, Peabody provided housing in a prefabricated addition to the Burke School, equipment, general services, and professional assistance in the organization of this federally-funded program which, in turn, promised future benefits in providing teachers for young children in several Massachusetts communities.

PERCEPT's teacher education process requires each student's full-day commitment during the fifteen-week project. Each morning student teachers participated in practicum exper-

iences either in the multi-age classes for three to five year olds at the Burke School in Peabody, or at the Bancroft School in Andover, or in associated schools in Burlington, Lexington, Swampscott, and Winchester. Visits to schools, operating a variety of different models of early childhood education, conferences with staff members from such schools, lectures by specialists in curriculum areas, discussions of current films on practices and issues of note, and participation in recording pupil and student-teacher progress on video-tape were all part of the professional experiences of PERCEPT. During the first five weeks, three intensive professional courses were included: Child Development; Modern Math; Social Studies;and Language and Reading Instruction (including Children's Literature). Concurrent with classroom training, the curriculum development course was offered stressing science for the young child.

The program was designed so that highly competent

Teacher Trainers would work with both student teachers and pupils (N-3), with the major emphasis placed on N-1 pupils. The children involved in the practicum classes came from a variety of sub-cultures representing differences in language, race, social-economic classes, and ethnic groups. The basic resource of the program resided in the potential of the candidates enrolled in PERCEPT, all college graduates, all committed to early childhood education.

PROGRAM OBJECTIVES

The objectives of the Peabody Early Childhood Education Project pertained to areas of expected growth in the case of each student teacher. Objectives or areas of expected growth in professional development included:

1. Growth in understanding of principles of child development through observation and classroom practice.
2. Growth in perception of the individuality of each child in the training group, his potentials and needs.
3. Growth in understanding teaching-learning principles basic to self-motivated learning.

4. Growth in understanding curriculum content and the ability to select materials conducive to the end that "any subject can be taught effectively in some intellectually honest form to any child at any stage of development." (Bruner, Jerome, Process of Education, p.33. Cambridge; Harvard University Press, 1962.)

5. Growth in understanding roles of the teacher in the "inquiry" school; roles of the teacher-aide with reference to children, teacher, and parents; and roles of parents in cooperative action with the school.

6. Growth in working with children creatively in all aspects of the school program, e.g., in language development, in ways that help the child to know language as a key to social learning, a means to knowledge of the world around him, and as a source of keen enjoyment and free expression.

7. Growth in self-evaluation of ones own personal-social-

professional learning, accuring as an outcome of the PERCEPT mode of operation -- interrelating observation, participation, study, discussion, cooperative decision-making, and the application of new understandings in teaching.*

EVALUATIVE COMMENTS

The children attending the PERCEPT classrooms in Peabody were a very diverse group but not exceptional in this respect. Such diversity is probably more typical than exceptional in small cities like Peabody. The needs of such children ranged widely. Some had obvious needs for the love and affection of adults. Some had need to control their own explosive impulses. Some had need for intellectual challenge. Others had obvious language difficulties. The list could be long.

The program was devised partly to meet the needs of these children, partly to train teachers to become aware

* All previous information was taken directly from Dr. Procopio's PERCEPT proposal.

of such needs, and partly to train teachers to devise strategies for meeting such needs. On all three counts there was convincing evidence of success, though the relatively short duration of the program obviously limited what could be accomplished for the children themselves, many of whom could hardly be expected to show long term benefits without long term schooling of the sort provided.

The trainees themselves were diverse in age, experience and outlook. It was not possible in the short time available to ascertain if deliberate efforts were being made to provide special training for individual trainees in need of experience different from the norm, but whether deliberately planned or not, it was apparent that the trainees were not doing the same things. The program was highly individualistic for both adults and children and the freedom for each to exercise initative, make choices and decisions was coupled to opportunities for frequent discussion and assessment.

The rich environment stimulated students to explore an enormous range of interests, and the importance of such an environment was obviously a major focus of the training program. The trainees accepted this challenge and responded by contributing a large amount of energy and imagination to enriching the options available. It was impressive to see how many interesting pieces of apparatus for climbing over or crawling into, onto or under had been made of simple materials and contributed by the staff and the trainees. The fact that the environment changed frequently must be taken as evidence that the program has had success in developing the imagination and initiative of the trainees.

Teachers and trainees met regularly to discuss general educational issues and relate them to specific occurrences in their classrooms. Considerable group planning also occurred. The quality of such discussions was high and the ability of the staff to

relate theory and practice was impressive. The trainees were expected to know the children individually and in their seminar sessions demonstrated remarkable insight and evidence of careful, thoughtful observation.

The trainees know their students from experiences in and out of class and spent considerable time visiting homes. The evaluators were impressed by the ease with which trainees could talk with individual students, by the fact that instructions and suggestions were invariably to individuals, not to groups, and by the fact that suggestions, when made, invariably grew out of what students were actually doing. No evidence was apparent that teachers adhered to prior plans in situations where the plans were no longer appropriate.

It was very clear that the students were at ease with their adult teachers. Perhaps this was because the teachers responded to the needs of their students as individuals

and did not withdraw from personal encounters. Discipline was authoritive but not authoritarian.

INTERNAL EVALUATION

In order to evaluate objectively the impact of the Program on the personnel involved, the evaluators constructed a 99 item questionnaire. The first 73 questions with tabulated results are reported in Appendix A of this report. The remaining 26 questions with tabulated results are reported in Appendix B. These results reported as frequency counts and as percentages are self-explanatory. Each item attempts to determine the degree of success of a small segment of the PERCEPT program as seen through the eyes of the student teachers, coordinators, instructors, trainers and aides. The general consensus of these 99 analyses indicates that the personnel of Project PERCEPT in general, felt that the program objectives were met and that the program was highly

successful. In this section the evaluators will mention a few of the more salient strengths and weaknesses brought out by this analysis.

Item 1, Appendix A, indicates that 70 percent of the participants felt that the intensive professional courses conducted every afternoon for five weeks, provided several theoretical bases for decision making in the morning program and in future situations which teachers will face in their own classrooms. Only five percent disagreed.

Items 2 through 11 seem to indicate that the course in Children's Literature and Language Arts was the best organized course offered in PERCEPT, and that the courses in Curriculum Development in Early Childhood and in Child Growth and Development were, in general, poorly organized and conducted.

The competencies of the teacher trainers, leaders, aides

and cooperating teachers were certainly verified by Appendix A data.

The data supported the fact that the participants felt that graduate credits should have been given for the professional courses and that too much time was wasted each day in travel.

Only a slight majority (51.16%, item - 22) felt that PERCEPT was well planned and organized. However it should be pointed out that since 23.26 percent were undecided, only 25.58 percent felt that it was not well planned and organized.

Forty percent of the participants felt strongly that guest lecturers added significant strength to the program (item - 26).

A vast majority of the participants felt that the PERCEPT program was a most worthwhile experience (item - 27).

Item 33 reveals that over 52 percent felt that the student teachers were not able to participate actively with

the cooperating teachers and children.

Items 36 and 37 indicate that PERCEPT participants did feel that the development of teaching-learning materials was accomplished successfully.

Items 39 through 41 seem to indicate that PERCEPT was designed for the appropriate age level children.

Items 42 through 44 indicate that the dress of the participants was in good taste.

Item 45 indicates a satisfaction with teacher-pupil ratio.

Items 48 and 49 question the contribution made to PERCEPT through the use of video-tapes.

Items 51 through 55 indicate the successful high priorities which PERCEPT placed on learning through inquiry, discovery, and innovations.

The success of PERCEPT teaching-learning methodologies appear to be substantiated by the responses to items 56

through 65.

Items 67 and 68 indicate the success of parental visitations as a means of instructional improvement,

Items 69 and 70 clearly indicate that the "teaching team" approach benefited the student teachers.

Item 72 certainly indicates that the student teachers felt that they were becoming qualified Early Childhood teachers.

Item 73 shows that the participants welcomed and benefited from the opportunity to visit schools employing a variety of different concepts of early childhood education.

In Appendix B, the second part of the questionnaire is tabulated. Here the reader can appraise the participants evaluation of the PERCEPT instruction and administration.

The highest ratings include the following (not in order):

1. PERCEPT Secretary
2. Cooperating School Administration
3. Teacher Trainers
4. Cooperating Teachers
5. Instruction in Teaching of Reading
6. Instruction in Children's Literature and Language Arts.

Instruction in Child Growth and Development appeared to be poor and instruction in Mathematics for the Young Child seemed to be questionable.

MAJOR RECOMMENDATIONS

On the basis of their evaluation the evaluators make the following recommendations to the Project Director.

1. More competent instructors be used in the teaching of the courses in Curriculum Development in Early Childhood and in Mathematics for the Young Child.
2. That the planning and organizing of any future program be thoroughly explained to all participants so that each participant is thoroughly acquainted with the overall program. (Item responses such as A - 22 dictate such a recommendation.)
3. In any future program all participants must feel that adequate professional leadership is being afforded them. (See Item A - 24)

4. Any future program should afford more active participation among student teachers, cooperating teachers and children. (See Item A-33)

5. PERCEPT should consider redefining the role which the video tape is to play in its program. (See Items 48, 49)

6. If the same general guidelines of this program are to be used for future PERCEPT programs, then a stronger commitment from area superintendents must be made with respect to the hiring of PERCEPT graduates.

7. Since each student teacher is a college graduate and since each academic course offered does have the capabilities of being a graduate level course, the Director should attempt to attain graduate credits for the participants from a cooperating college. Such a step, the evaluators feel, would make such a program not only more attractive to student teachers and aides, but also to area superintendents who would consider hiring a PERCEPT graduate.

CONCLUDING REMARKS

The evaluators have pointed out a few segments of PERCEPT which appear to need some strengthening. However, the program in general appeared to have met most of its major objectives.

The evaluators are convinced that training programs like this one are indispensible. There is no reason why such programs cannot occur within local school systems as part of the regular school program. A program like PERCEPT could operate in a normal school without any appreciable increase in cost. The increased number of adults in the classrooms and the close association with a college would be enormously advantageous to the schools. Similarly, the college would benefit by shifting the emphasis of its training programs to the schools.

APPENDIX A

Each PERCEPT participant was asked to indicate her (his) attitudes toward segments of the PERCEPT program on the basis of the following codes:

SA = Strongly agree

A = Agree

? = Uncertain

D = Disagree

SD = Strongly disagree

1. The professional courses conducted every afternoon provided several theoretical bases for decision-making in the morning program and in future situations which teachers will face in their own classroom.

	SA	A	?	D	SD	Total
No. Responding	8	20	10	2	0	40
% of Total	20	50	25	5	0	100.00

2. The course in Child Growth and Development was really not needed.

	SA	A	?	D	SD	Total
No. Responding	2	2	10	16	11	41
% of Total	4.88	4.88	24.39	39.02	26.83	100.00

3. The course in Child Growth and Development could have been better organized in order to meet the needs of the PERCEPT Student Teachers.

	SA	A	?	D	SD	Total
No. Responding	8	15	14	1	1	39
% of Total	20.51	38.46	35.90	2.56	2.56	100.00

4. The course in Teaching of Reading was really not needed.

	SA	A	?	D	SD	Total
No. Responding	0	0	8	7	26	41
% of Total	0	0	19.51	17.07	63.41	100.00

5. The course in Teaching of Reading could have been better organized in order to meet the needs of the PERCEPT Student Teachers.

	SA	A	?	D	SD	Total
No. Responding	1	7	13	9	9	39
% of Total	2.56	17.95	33.33	23.08	23.08	100.00

6. The course in Curriculum Development in Early Childhood was really not needed.

	SA	A	?	D	SD	Total
No. Responding	0	2	15	10	12	39
% of Total	0	5.13	38.46	30.77	30.77	100.00

7. The course in Curriculum Development in Early Childhood could have been better organized in order to meet the needs of the PERCEPT Student Teachers.

	SA	A	?	D	SD	Total
No. Responding	11	7	13	3	3	37
% of Total	29.73	18.92	35.14	8.11	8.11	100.00

8. The course in Children's Literature and Language Arts was really not needed.

	SA	A	?	D	SD	Total
No. Responding	0	0	9	11	21	41
% of Total	0	0	21.95	26.83	51.22	100.00

9. The course in Children's Literature and Language Arts could have been better organized to meet the needs of the PERCEPT Student Teachers.

	SA	A	?	D	SD	Total
No. Responding	1	2	13	10	13	39
% of Total	2.56	5.13	33.33	25.64	33.33	100.00

10. The course in Mathematics for the Young Child was really not needed.

	SA	A	?	D	SD	Total
No. Responding	0	0	8	8	25	41
% of Total	0	0	19.51	19.51	60.98	100.00

11. The course in Mathematics for the Young Child could have been better organized to meet the needs of the PERCEPT Student Teachers.

	SA	A	?	D	SD	Total
No. Responding	7	9	9	6	8	39
% of Total	17.95	23.08	23.08	15.38	20.51	100.00

12. The Teacher Trainers were highly competent professionals who worked equally well with both Student Teachers and children.

	SA	A	?	D	SD	Total
No. Responding	11	17	6	4	0	38
% of Total	28.95	44.74	15.79	10.53	0	100.00

13. The PERCEPT Teacher Aides were well trained in their specialty and efficient in their duties.

	SA	A	?	D	SD	Total
No. Responding	9	14	9	5	0	37
% of Total	24.32	37.84	24.32	13.51	0	100.00

14. The Cooperating Teachers were in fact "cooperative".

	SA	A	?	D	SD	Total
No. Responding	16	18	4	0	0	38
% of Total	42.11	47.37	10.53	0	0	100.00

15. The PERCEPT program should make provisions for its Student Teachers to receive graduate credits from an accredited college.

	SA	A	?	D	SD	Total
No. Responding	25	12	3	1	2	43
% of Total	58.14	27.91	6.98	2.33	4.65	100.00

16. Student Teachers became more confident in themselves as teachers with each passing week of PERCEPT.

	SA	A	?	D	SD	Total
No. Responding	24	22	0	0	0	46
% of Total	52.17	47.83	0	0	0	100.00

17. Student Teachers appeared to be learning more in the areas of Science and Fine Arts than in other specific areas.

	SA	A	?	D	SD	Total
No. Responding	0	4	9	22	7	42
% of Total	0	9.52	21.43	52.38	16.67	100.00

18. Too many adults present in a learning situation made for "unreal" experiences for the children.

	SA	A	?	D	SD	Total
No. Responding	3	12	4	18	5	42
% of Total	7.14	28.57	9.52	42.86	11.90	100.00

19. Too much of the Students Teacher's time was wasted each day in travel.

	SA	A	?	D	SD	Total
No. Responding	8	17	4	10	3	42
% of Total	19.05	40.48	9.52	23.81	7.14	100.00

20. Too much of the Student Teacher's time was wasted each day doing things which had <u>no</u> educational purpose.

	SA	A	?	D	SD	Total
No. Responding	6	4	5	24	3	42
%of Total	14.29	9.52	11.90	57.14	7.14	100.00

21. The day-by-day Student Teacher work load was too structured.

	SA	A	?	D	SD	Total
No. Responding	0	7	7	24	4	42
% of Total	0	16.67	16.67	57.14	9.52	100.00

22. PERCEPT was well planned and organized.

	SA	A	?	D	SD	Total
No. Responding	4	18	10	7	4	43
% of Total	9.30	41.86	23.26	16.28	9.30	100.00

23. The administration of the PERCEPT program was most efficient.

	SA	A	?	D	SD	Total
No. Responding	2	19	11	10	1	43
% of Total	4.65	44.19	25.58	23.26	2.33	100.00

24. Not enough professional leadership was given to the Student Teachers by the PERCEPT staff.

	SA	A	?	D	SD	Total
No. Responding	3	13	7	11	6	40
% of Total	7.50	32.50	17.50	27.50	15.00	100.00

25. Too much professional leadership was given to the Student Teachers by the PERCEPT staff.

	SA	A	?	D	SD	Total
No. Responding	0	3	5	23	8	39
% of Total	0	7.69	12.82	58.97	20.51	100.00

26. Guest lecturers brought in from time-to-time did not add any significant strength to the PERCEPT program.

	SA	A	?	D	SD	Total
No. Responding	0	1	11	16	11	39
% of Total	0	2.56	28.21	41.03	28.21	100.00

27. The PERCEPT program was a most worthwhile experience.

	SA	A	?	D	SD	Total
No. Responding	28	9	3	0	0	40
% of Total	70.00	22.50	7.50	0	0	100.00

28. All future early childhood educators should participate in a program similar to PERCEPT.

	SA	A	?	D	SD	Total
No. Responding	13	12	9	8	0	42
% of Total	30.95	28.57	21.43	19.05	0	100.00

29. The PERCEPT Objectives could have been accomplished in 10 weeks rather than 15 weeks.

	SA	A	?	D	SD	Total
No. Responding	0	4	2	20	16	42
% of Total	0	9.52	4.76	47.10	38.10	100.00

30. To accomplish realistically that which was attempted by PERCEPT, a lot more than 15 weeks was needed.

	SA	A	?	D	SD	Total
No. Responding	4	11	6	16	6	43
% of Total	9.30	25.58	13.95	37.21	13.95	100.00

31. Considering the fact that the entire PERCEPT program lasted 15 weeks, 5 weeks (part-time) was <u>too much time</u> to spend as a classroom observer.

	SA	A	?	D	SD	Total
No. Responding	6	11	4	18	5	44
% of Total	13.64	25.00	9.09	40.91	11.36	100.00

32. Considering the fact that the entire PERCEPT program lasted 15 weeks, 10 weeks (part-time) was <u>not enough time</u> to spend as a classroom observer.

	SA	A	?	D	SD	Total
No. Responding	0	6	6	22	10	44
% of Total	0	13.64	13.64	50.00	22.73	100.00

33. During this observation time, the Student Teacher was able to participate actively with the Cooperating Teacher and children.

	SA	A	?	D	SD	Total
No. Responding	5	10	5	18	4	42
% of Total	11.90	23.81	11.90	42.86	9.52	100.00

34. The active participation which did take place during the Student Teacher's observation time was not sufficient in quantity.

	SA	A	?	D	SD	Total
No. Responding	5	13	11	10	1	40
% of Total	12.50	32.50	27.00	25.00	2.50	100.00

35. The 10-week student teaching was too short a time to develop the necessary teaching skills which PERCEPT wished to develop.

	SA	A	?	D	SD	Total
No. Responding	8	11	6	17	2	44
% of Total	18.18	25.00	13.64	38.64	4.55	100.00

36. PERCEPT developed experimental teaching-learning materials.

	SA	A	?	D	SD	Total
No. Responding	10	21	3	4	1	39
% of Total	25.64	53.85	7.69	10.26	2.56	100.00

37. PERCEPT Student Teachers were actively involved in the development of experimental teaching-learning materials.

	SA	A	?	D	SD	Total
No. Responding	11	23	2	3	1	40
% of Total	27.50	57.50	5.00	7.50	2.50	100.00

38. That most Student Teachers have an opportuntiy to teach at two levels (N-K; and Primary Grades) is an excellent feature of PERCEPT.

	SA	A	?	D	SD	Total
No. Responding	23	20	1	1	0	45
% of Total	51.11	44.44	2.22	2.22	0	100.00

39. PERCEPT should confine its emphasis to the education of the 3-5 year old children.

	SA	A	?	D	SD	Total
No. Responding	1	4	3	19	17	44
% of Total	2.27	9.09	6.82	43.18	38.64	100.00

40. PERCEPT should confine its emphasis to the 5-8 year old children.

	SA	A	?	D	SD	Total
No. Responding	1	2	3	23	15	44
% of Total	2.27	4.55	6.82	52.27	34.09	100.00

41. That PERCEPT includes Early Childhood education and training from N-3, makes the program a stronger one.

	SA	A	?	D	SD	Total
No. Responding	21	17	3	4	0	45
% of Total	46.67	37.78	6.67	8.89	0	100.00

42. The dress of the Teacher Trainers was exemplary.

	SA	A	?	D	SD	Total
No. Responding	4	17	12	4	0	37
% of Total	10.81	45.95	32.43	10.81	0	100.00

43. The dress of the Teacher Aides was exemplary.

	SA	A	?	D	SD	Total
No. Responding	5	18	11	1	0	35
% of Total	14.29	51.43	31.43	2.86	0	100.00

44. The dress of the Student Teachers was exemplary.

	SA	A	?	D	SD	Total
No. Responding	12	23	6	0	0	41
% of Total	29.27	56.10	14.63	0	0	100.00

45. The number of youngsters that each Student Teacher had in her (his) practicum experiences was too many, considering the objectives of the PERCEPT program.

	SA	A	?	D	SD	Total
No. Responding	0	4	3	22	13	42
% of Total	0	9.52	7.14	52.38	30.95	100.00

46. Pupils who (because English was not spoken at home) spoke little or no English when they began in the PERCEPT program improved in the speaking of English during PERCEPT to a degree far beyond the expectations of everyone.

	SA	A	?	D	SD	Total
No. Responding	12	10	16	1	0	39
% of Total	30.77	25.64	41.03	2.56	0	100.00

47. PERCEPT probably would not-help foreign speaking children improve in their English any more than would most pre-Kindergarden educational programs.

	SA	A	?	D	SD	Total
No. Responding	1	3	8	15	12	39
% of Total	2.56	7.69	20.51	38.46	30.77	100.00

48. PERCEPT staff and student Teachers made good use of video-tapes as a means of cooperatively evaluating Student Teachers.

	SA	A	?	D	SD	Total
No. Responding	5	8	17	4	3	37
% of Total	13.51	21.62	45.95	10.81	8.11	100.00

49. Student Teachers made good use of video-tapes in their self-evaluations.

	SA	A	?	D	SD	Total
No. Responding	4	4	17	10	3	38
% of Total	10.53	10.53	44.74	26.32	7.89	100.00

50. Each PERCEPT Student Teacher was exposed to a variety of sub-cultures representing differences in race, socio-economic classes and ethnic groups.

	SA	A	?	D	SD	Total
No. Responding	10	19	4	5	1	39
% of Total	25.64	48.72	10.26	12.82	2.56	100.00

51. PERCEPT offers practices which place high priority on inquiry.

	SA	A	?	D	SD	Total
No. Responding	12	21	7	1	1	42
% of Total	28.57	50.00	16.67	2.38	2.38	100.00

52. PERCEPT offers practice which places high priority on discovery.

	SA	A	?	D	SD	Total
No. Responding	12	24	5	1	0	42
% of Total	28.57	57.14	11.90	2.38	0	100.00

53. PERCEPT offers practices which place high priority on problem solving.

	SA	A	?	D	SD	Total
No. Responding	12	18	9	1	1	41
% of Total	29.27	43.90	21.95	2.44	2.44	100.00

54. Innovations in Early Chilhood Education did <u>not</u> come about as a result of the PERCEPT program.

	SA	A	?	D	SD	Total
No. Responding	2	4	15	8	7	36
% of Total	5.56	11.11	41.67	22.22	19.44	100.00

55. Traditional or old methods of Early Childhood Education would probably work just as well as anything tried in PERCEPT.

	SA	A	?	D	SD	Total
No. Responding	1	2	8	19	9	39
% of Total	2.56	5.13	20.51	48.72	23.08	100.00

56. The confidence which each child displayed for his(her) teacher seemed to grow during PERCEPT.

	SA	A	?	D	SD	Total
No. Responding	15	22	3	0	0	40
% of Total	37.50	55.00	7.50	0	0	100.00

57. The PERCEPT methodologies seemed to allow each child to feel comfortable in a learning situation.

	SA	A	?	D	SD	Total
No. Responding	13	19	7	1	0	40
% of Total	32.50	47.50	17.50	2.50	0	100.00

58. The PERCEPT methodologies seemed to allow each Student Teacher to feel comfortable in a learning situation.

	SA	A	?	D	SD	Total
No. Responding	10	18	5	7	0	40
% of Total	25.00	45.00	12.50	17.50	0	100.00

59. The PERCEPT atmosphere seemed to respect the individuality of each child.

	SA	A	?	D	SD	Total
No. Responding	19	21	1	0	0	41
% of Total	46.34	51.22	2.44	0	0	100.00

60. Lack of competition among children could be a fault of the program which will haunt many of the children in later childhood.

	SA	A	?	D	SD	Total
No. Responding	0	1	7	13	18	39
% of Total	0	2.56	17.95	33.33	46.15	100.00

61. PERCEPT would have been more successful if it did <u>not</u> try to enforce the concept of non-gradedness.

	SA	A	?	D	SD	Total
No. Responding	0	2	7	15	16	40
% of Total	0	5.00	17.50	37.50	40.00	100.00

62. PERCEPT proved to many that non-gradedness not only can work but is a more effective learning media than that of the traditional "one age bracket".

	SA	A	?	D	SD	Total
No. Responding	14	15	7	2	0	38
% of Total	36.84	39.47	18.42	5.26	0	100.00

63. The implementation of individualized instruction was most evident in PERCEPT.

	SA	A	?	D	SD	Total
No. Responding	16	15	4	4	0	39
% of Total	41.03	38.46	10.26	10.26	0	100.00

64. Individualized instruction was successfully implemented in PERCEPT.

	SA	A	?	D	SD	Total
No. Responding	12	15	8	3	0	38
% of Total	31.58	39.47	21.05	7.89	0	100.00

65. Instruction of children which does not emphasize individualized instruction would be just as effective.

	SA	A	?	D	SD	Total
No. Responding	0	0	6	19	15	40
% of Total	0	0	15.00	47.50	37.50	100.00

66. Preparing child case studies was a most worthwhile Student Teacher learning experience.

	SA	A	?	D	SD	Total
No. Responding	5	15	8	8	2	38
% of Total	13.16	39.47	21.05	21.05	5.26	100.00

67. Student Teachers had oppotunities to visit parents of children in the PERCEPT program in their homes.

	SA	A	?	D	SD	Total
No. Responding	4	29	5	1	1	40
% of Total	10.00	72.50	12.50	2.50	2.50	100.00

68. Such parental visitations lead to instructional improvement on the part of the Student Teacher.

	SA	A	?	D	SD	Total
No. Responding	7	18	9	4	0	38
% of Total	18.42	47.37	23.68	10.53	0	100.00

69. Student Teachers had the opportunity to benefit from being an integral part of a teaching team.

	SA	A	?	D	SD	Total
No. Responding	14	23	3	0	0	40
% of Total	35.00	57.50	7.50	0	0	100.00

70. Team approaches to Early Childhood instruction is much better than traditional "non-team" approaches.

	SA	A	?	D	SD	Total
No. Responding	13	21	5	1	0	40
% of Total	32.50	52.50	12.50	2.50	0	100.00

71. A worthwhile part of PERCEPT was the opportunity afforded each Student Teacher to work with various types of scavenged materials which purported to provide the equipment for a rich environment for children's learning.

	SA	A	?	D	SD	Total
No. Responding	11	23	3	1	1	39
% of Total	28.21	58.97	7.69	2.56	2.56	100.00

72. Student Teachers were quite aware of the fact that they were becoming more and more qualified to be Early Childhood teachers with each passing week of PERCEPT.

	SA	A	?	D	SD	Total
No. Responding	18	19	2	2	0	41
% of Total	43.90	46.34	4.88	4.88	0	100.00

73. The various schools which PERCEPT Student Teachers visited during the program enabled student teachers to be introduced to a variety of different concepts of early childhood education.

	SA	A	?	D	SD	Total
No. Responding	19	16	3	0	1	39
% of Total	48.72	41.03	7.69	0	2.56	100.00

APPENDIX B

Each PERCEPT participant was asked to rate the instruction in certain areas. The following presents the tabular results of these ratings.

O = Outstanding-top 10% of the instructors whom I have ever had.

HS = Highly Satisfactory

A = Adequte

U = Unsatisfactory

? = Unable to make a judgement.

1-5. How would you rate the PERCEPT instruction in the following areas:

1. Teaching of Reading

	O	HS	A	U	?	Total
No. Responding	13	9	6	4	7	39
% of Total	33.33	23.08	15.38	10.26	17.95	100.00

2. Children's Literature and Language Arts

	O	HS	A	U	?	Total
No. Responding	11	12	7	1	8	39
% of Total	28.21	30.77	17.95	2.56	20.51	100.00

3. Mathematics for the Young Child

	O	HS	A	U	?	Total
No. Responding	2	15	8	7	7	39
% of Total	5.13	38.46	20.51	17.95	17.95	100.00

4. Child Growth and Development

	O	HS	A	U	?	Total
No. Responding	1	4	15	12	7	39
% of Total	2.56	10.26	38.46	30.77	17.95	100.00

5. Curriculum in Early Childhood Education

	O	HS	A	U	?	Total
No. Responding	3	4	12	8	12	39
% of Total	7.69	10.26	30.77	20.51	30.77	100.00

6 - 10. How would you rate the quantity and quality of help which the instructors of the following courses afforded Student Teachers in the practical application phases of PERCEPT?

6. Teaching of Reading

	O	HS	A	U	?	Total
No. Responding	13	8	5	1	10	37
% of Total	35.14	21.62	13.51	2.70	27.03	100.00

7. Children's Literature and Language Arts

	O	HS	A	U	?	Total
No. Responding	14	8	4	1	10	37
% of Total	37.84	21.62	10.81	2.70	27.03	100.00

8. Mathematics for the Young Child

	O	HS	A	U	?	Total
No. Responding	6	11	7	3	10	37
% of Total	16.22	29.73	18.92	8.11	27.03	100.00

9. Child Growth and Development

	O	HS	A	U	?	Total
No. Responding	1	4	15	6	11	37
% of Total	2.70	10.81	40.54	16.22	29.73	100.00

10. Curriculum in Early Childhood Education

	O	HS	A	U	?	Total
No. Responding	3	5	11	4	14	37
% of Total	8.11	13.51	29.73	10.81	37.84	100.00

11-18. How would you rate the professional competency DISPLAYED by the following:

11. Teacher Aides

	O	HS	A	U	?	Total
No. Responding	6	7	17	0	8	38
% of Total	15.79	18.42	44.74	0	21.05	100.00

12. Cooperating Teachers

	O	HS	A	U	?	Total
No. Responding	10	16	5	2	5	38
% of Total	26.32	42.11	13.16	5.26	13.16	100.00

13. Guest Lecturers (other than primary instructors)

	O	HS	A	U	?	Total
No. Responding	3	15	9	0	11	38
% of Total	7.89	39.47	23.68	0	28.95	100.00

14. Curriculum Coordinators

	O	HS	A	U	?	Total
No. Responding	2	15	5	3	12	37
% of Total	5.41	40.54	13.51	8.11	32.43	100.00

15. Administrators of PERCEPT

	O	HS	A	U	?	Total
No. Responding	7	15	12	2	2	38
% of Total	18.42	39.47	31.58	5.26	5.26	100.00

16. Cooperating School Administrators

	O	HS	A	U	?	Total
No. Responding	7	18	8	0	6	39
% of Total	17.95	46.15	20.51	0	15.38	100.00

17. PERCEPT Secretary

	O	HS	A	U	?	Total
No. Reponding	19	13	3	0	5	40
% of Total	47.50	32.50	7.50	0	12.50	100.00

18. Teacher Trainers

	O	HS	A	U	?	Total
No. Responding	7	18	8	0	5	38
% of Total	18.42	47.37	21.05	0	13.16	100.00

19-26. How would you rate the cooperation afforded to the Student Teachers by the following:

19. Teacher Aides

	O	HS	A	U	?	Total
No. Responding	11	12	8	0	7	38
% of Total	28.95	31.58	21.05	0	18.42	100.00

20. Cooperating Teachers

	O	HS	A	U	?	Total
No. Responding	12	17	5	1	4	39
% of Total	30.77	43.59	12.82	2.56	10.26	100.00

21. Guest Lecturers (other than primary instructors)

	O	HS	A	U	?	Total
No. Responding	5	16	5	0	10	36
% of Total	13.89	44.44	13.89	0	27.78	100.00

22. Curriculum Coordinators

	O	HS	A	U	?	Total
No. Responding	4	14	6	0	12	36
% of Total	11.11	38.89	16.67	0	33.33	100.00

23. Administrators of PERCEPT

	O	HS	A	U	?	Total
No. Responding	8	14	10	0	5	37
% of Total	21.62	37.84	27.03	0	13.51	100.00

24. Cooperating School Administrators

	O	HS	A	U	?	Total
No. Responding	8	14	9	0	3	34
% of Total	23.53	41.18	26.47	0	8.82	100.00

25. PERCEPT Secretary

	O	HS	A	U	?	Total
No. Responding	13	14	3	0	4	34
% of Total	38.24	41.18	8.82	0	11.76	100.00

26. Teacher Trainers

	O	HS	A	U	?	Total
No. Responding	11	14	5	0	4	34
% of Total	32.35	41.18	14.71	0	11.76	100.00

K-Primary Language Arts Component of the Curriculum

I. Major Objective: COGNITIVE GROWTH

Objective to be Expanded	Description of T-L Behaviors	Methods of Evaluation
With INQUIRY as the basic T-L approach, to develop the following concepts as educational theory and as practice in T-L		
Language is a social process.	Encourages children in the use of appropriate language in particular situations.	Anecdotal recording for discussion.
	Helps children to learn form and style of common exchanges of courtesy.	Video-tape viewing for assessment.
	Promotes understanding of meta-language.	Prepares pantomimes with pupils.
	Provides opportunities for composition of animal and human communication.	Compose experience chart with pupils.
Language provides a means of communicating with others.	Fosters listening role in conversation.	Recording via tape for evaluation with pupils.
	Fosters exchange of ideas through conversation.	Structure situation demanding conversation.
	Guides children in satisfying dramatizations.	Follow a PLAN-DRAMATIZE-EVALUATE Pattern.
	Stimulates cooperation in achieving effective communication.	Help children to engage parents in evaluation.

K-Primary Language Arts Component of the Curriculum

I. Major Objective: COGNITIVE GROWTH

	Description of T-L Behaviors	Methods of Evaluation
Language permits "inner speech" necessary in problem solving.	Encourage pupils to assess situation as a whole in problem solving.	Video-tape procedure for T-L evaluation.
	Helps children to contribute information after thinking the problem through.	Establish self-evaluation procedures
	Guides individuals to report specific conclusions.	Observe children's adherence to standards set by teacher and pupils.
	Promotes self-evaluation in applying solutions to new situations.	Video-tape examination of pupil applications.

K-Primary Language Arts Component of the Curriculum
II. Major Objective: SOCIAL EMOTIONAL GROWTH

Expansion of Objective:	Description of T-L Behaviors	Methods of Evaluation
Recognizing the importance of self-concept in the young child to foster the following attitudes and appreciations as theory and in T-L practices.		
Interest in expanding language as a means of communication.	Provides opportunities for children to learn new words.	Keeping records of each pupils language growth.
	Through game-approach, helps pupils to see that language is a code.	Viewing CCTV record of activity to evaluare teacher/pupil interaction.
	In cooperative activities, fosters respect for the sub-culture speech of individuals.	Keeping anecdotal records; review.
	Keeps chart records of major classroom activities, accenting the importance of written records.	Reviewing growth in language through rereading charts.
Desire to learn language as used in broad culture.	Helps communicating child and his audience to value the substance of his message, whatever the sub-cultu e speech.	Using rating scale with children to help them differentiate between form and substance.
	Encourages the use of the telephone the dicta-phone, and other devices geared to communication in standard English.	CCTV viewing to judge progress.
	Plays speech games with pupils to improve articulation	Keeping checklist of speech growth patterns for each child.
	Promotes the use of rhythmic speech through combining rhythmic recituation of jingles with use of a percussion instrument.	Observing growth of repetoire and records of speech improvement.

K-Primary Language Arts Component of the Curriculum
(Cont'd)II. Major Objective: SOCIAL EMOTIONAL GROWTH

	Description of T-L Behaviors	Methods of Evaluation
Appreciation of language as a source of pleasure through experience with a variety of types of literature.	Uses the daily story time to develop a love of literature.	CCTV viewing of activity over time span of two week periods.
	Directs choral participation in repeating jingles and poems.	Applying rating scale for articulation.
	Guides children in creative dramatization of stories and poems.	Using sociogram related to dramatization.
	Acts as secretary for children as they "write books."	Recording growth evidences, including samples of pupil's writing.

K-Primary Language Arts Component of the Curriculum

III. Major Objective: PSYCHO-MOTOR GROWTH

Expansion of Objective:	Description of T-L Behaviors	Methods of Evaluation
Emphasizing meaningful practice in establishing process goals stress the following skills.		
To participate in activities demands both large and small muscle coordination.	Teaches folk songs and poems which include finger play, rhythmic actions or clapping.	Recording on CCTV for evaluation.
	Directs playground games involving patterned speech.	CCTV recording; making anecdotal entries about individuals.
	Sets up classroom in centers of activity e.g. housekeeping. calling for physical activity plus language use.	CCTV recording of activities.
	Guides children to interpret field trips th ough rhythmic movement plus speech.	CCTV recording; teacher-pupil discussion.
To use materials and apparatus effectively in extending language power.	Teaches the correct use of the telephone through tele-trainer use.	CCTV recording; teacher pupil evaluation.
	Helps the child who needs it to gain patterns of speech through use of Dictaphone.	Teacher-pupil joint listening and evaluation.
	Guides children in use of apparatus of KELP Montessori, etc. toward concept building.	CCTV recording; comparisons of evaluation comments.
	Assists children in categorizing various materials into different classifications.	Worksheet testing of categorizing skill.

K-Primary Language Arts Component of the Curriculum
Major Objective: PSYCHO-MOTOR GROWTH

	Description of T-L Behaviors	Methods of Evaluation
To engage in increasingly complex processes of reading according to level of readiness.	Involves each child when ready to discuss experience, contribute to dictated story, "read" the chart; utilize voc. again.	Maintaining record of individuals growth, initiating individual reading conference using checklist.
	Through game approach, teaches phonetic code elements--when child is ready.	Using flash cards; check sheets or standardized tests.
	Engages child in reading from books as an adventure of meaningful skills.	Administering performance tests regularly-teacher made and standardized.
	Leads child to use books as sources of information and recreation.	Keeping record of child's reading progress.

K-Primary Language Arts Curriculum Component of PERCEPT
Major Objective: PSYCHO-MOTOR GROWTH

Expansion of Objective	Description of T-L Behaviors	Methods of Evaluation
Emphasizing meaningful practice in establishing process goals, stress the following skills:		
To participate in activities demanding both large and small-muscle coordination.	Teaches folk songs and poems which include finger play, rhythmic actions, or clapping.	Recording on CCTV for evaluation.
	Directs playground games involving patterned speech.	CCTV recording; making anecdotal entries about individuals.
	Sets up classroom in centers-of-activity, e.g.-housekeeping, calling for physical activity plus language use.	CCTV recording of activities.
	Guides children to interpret field trips through rhythmic movement plus speech.	CCTV recording; teacher-pupil discussion.
To use materials and apparatus effectively in extending language power.	Teaches the correct use of the telephone through tele-trainer use.	CCTV recording; teacher-pupil evaluation.
	Helps the child who needs it to gain patterns of speech through use of Dictaphone.	Teacher-pupil joint listening and evaluation.
	Guides children in use of apparatus of KELP, Montessori, etc.-toward concept building.	CCTV recording; comparisons of evaluation comments.
	Assists children in categorizing various materials into different classifications.	Worksheet testing of categorizing skill.

K-Primary Language Arts Curriculum Component of PERCEPT
Major Objective: PSYCHO-MOTOR GROWTH (Cont'd.)

Expansion of Objective	Description of T-L Behaviors	Methods of Evaluation
To engage in increasingly complex processes of reading according to level of readiness.	Involves each child when ready to discuss experience, contribute to dictated story, "read" the chart; utilize voc. again.	Maintaining record of individual's growth, initiating individual reading conferences, using check-list.
	Through game approach, teaches phonetic code elements - when child is ready.	Using flash cards; check sheets, or standardized tests.
	Engages child in reading from books, as an adventure of meaningful skills.	Administering performance tests regularly-teacher made and standardized.
	Leads child to use books as sources of information and recreation.	Keeping record of child's reading progress.

K-Primary Language Arts Curriculum Component of PERCEPT
Major Objective: SOCIAL-EMOTIONAL GROWTH

Expansion of Objective	Description of T-L Behaviors	Methods of Evaluation
Recognizing the importance of self-concept in the young child to foster the following attitudes and appreciations as theory and in T-L practices:		
Interest in expanding language as a means of communication.	Provides opportunities for children to learn new words.	Keeping records of each pupils language growth.
	Through game-approach, helps pupils to see that language is a code.	Viewing CCTV record of activity to evaluate teacher/pupil interaction.
	In cooperative activities, fosters respect for the sub-culture speech of individuals.	Keeping anecdotal records; review.
	Keeps chart records of major classroom activities, accenting the importance of written records.	Reviewing growth in language through rereading charts.
Desire to learn language as used in broad culture.	Helps communicating child and his audience to value the substance of his message, whatever the sub-culture speech.	Using rating scale with children to help them differentiate between form and substance.
	Encourages the use of the telephone, the dicta-phone, and other devices geared to communication in standard English.	CCTV viewing to judge progress.
	Plays speech games with pupils to improve articulation.	Keeping checklist of speech growth patterns for each child.
	Promotes the use of rhythmic speech through combining rhythmic recitation of jingles with use of a percussion instrument.	Observing growth of repetoire and records of speech improvement.

K-Primary Language Arts Curriculum Component of PERCEPT
Major Objective: SOCIAL EMOTIONAL GROWTH (Cont'd.)

Expansion of Objectives	Description of T-L Behaviors	Methods of Evaluation
Appreciation of language as a source of pleasure through experience with a variety of types of literature.	Uses the daily story time to develop a love of literature.	CCTV viewing of activity over time-span of two week periods.
	Directs choral participation in repeating jingles and poems.	Applying rating scale for articulation.
	Guides children in creative dramatization of stories and poems.	Using sociogram related to dramatization.
	Acts as secretary for children as they "write books."	Recording growth evidences, including samples of pupil's writing.

Dr. Mary A. Procopio, Director

P E R C E P T -- 1969

EVALUATION GUIDE

1. GROWTH IN UNDERSTANDING CHILDREN, (3 - 5), (5 - 8)

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11. GROWTH IN PERCEPTION OF THE INDIVIDUALITY OF EACH CHILD.

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111. GROWTH IN UNDERSTANDING TEACHING- LEARNING PRINCIPLES BASIC TO SELF-MOTIVATED LEARNING.

IV. GROWTH IN UNDERSTANDING CURRICULUM CONTENT, T-L PROCESSES, AND MATERIALS

V. GROWTH IN UNDERSTANDING ROLES OF THE TEACHER, THE TEACHER-AIDE, AND PARENTS IN THE EDUCATION OF THE CHILD.

VI. GROWTH IN WORKING WITH CHILDREN CREATIVELY.

VII. GROWTH IN ASSESSING OWN PERSONAL-SOCIAL-PROFESSIONAL LEARNING, THROUGH INVOLVEMENT IN PERCEPT.

Previous to the evaluation conference, both supervisor and trainee should enter evidence of growth under each of the headings which apply.

PROCESS GOALS IN LANGUAGE

PUPIL'S NAME _____

PUPIL'S AGE _____

Basic Listening Skills

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PERCEPT 1970

	Date			Date			Date			Date			Date		
	I	A	M	I	A	M	I	A	M	I	A	M	I	A	M
LISTENING TO SHARPEN THINKING															
Solves riddles read aloud															
Gives sequence of story read															
Tells or writes summary															
LISTENING TO FOLLOW DIRECTIONS															
Hears phonetic elements in words															
Chooses right expressions															
Attends to others contributions															
Attends to ETV or recorder															
LISTENING TO DRAMATIZE															
Listens carefully															
Listens to derive mental imagery															
Prepares to organize story sequences															
Analyzes character playing															
Dramatizes story formally or informally															
Sharpens his literary sense															
LISTENING TO UNDERSTAND AND INTERPRET															
Analyzes reports given in class															
Answers questions about reports															
Respects ideas expressed by others															
Evaluates and forms opinions															
Increases sensitivity to speech															
Seeks enjoyment in acute listening															
Responds to mood of conversation															
Improves thinking "on his feet"															

CODE: I - Inadequate; A - Adequate; M - Mastery of skill in terms of maturity

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Basic Speaking Skills

PUPIL'S NAME _____

PUPIL'S AGE _____

	Date			Date			Date			Date			Date		
	I	A	M	I	A	M	I	A	M	I	A	M	I	A	M
CONVERSING WITH PEERS AND ADULTS															
Evidences enjoyment in conversing															
Joins in conversation to contribute															
Helps to set standards for conversation															
Evaluates own conversation															
DISCUSSING TOPICS OF GROUP INTEREST															
Uses thought before expressing															
Accepts responsibility of discussion															
Takes part in panel discussion															
Observes rules in parliamentary process															
Participates in interviews in class															
Conducts meetings when necessary															
Observes social courtesies															
MAKING ORAL REPORTS															
Sets standards for reports															
Reviews books interestingly															
Reviews ETV, movies, interviews															
IMPROVING ENGLISH USAGE															
Participates in choral speaking															
Retells stories with expression															
Creates stories for telling															
Participates in dramatizations															
Evaluates own speech on tape															
Works to dramatize suitably															

CODE: I - Inadequate; A - Adequate; M - Mastery of skill in terms of maturity

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Basic Reading Abilities

PUPIL'S NAME _____

PUPIL'S AGE _____

	Date			Date			Date			Date			Date		
	I	A	M	I	A	M	I	A	M	I	A	M	I	A	M
READINESS FOR READING SKILLS															
Exhibits ideational facility															
Converses readily on reading topic															
Uses acceptable English															
Articulates speech distinctly															
Uses dictionary to extend vocabulary															
EXPERIENTIAL READING SKILLS															
Observes keenly on field trips															
Contributes ideas for record															
Uses left-to-right eye movement															
Makes accurate return sweep															
Gets word meaning from context															
Reads in thought units															
VISUAL AND AUDITORY READING SKILLS															
Notes variations in word patterns															
Perceives details in word forms															
Recognizes sounds of phonetic cues															
ORAL READING SKILLS															
Phrases intelligently															
Uses natural expression															
Uses rhythmic eye movement															
Makes few reversals															
Makes few regressions															
Is guided by punctuation															

CODE: I - Inadequate; A - Adequate; M - Mastery of skill in terms of maturity

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Basic Silent Reading Skills

PUPIL'S NAME _____

PUPIL'S AGE _____

	Date			Date			Date			Date			Date		
	I	A	M	I	A	M	I	A	M	I	A	M	I	A	M
SILENT READING SKILLS															
Reads easy material voluntarily															
Uses little or no vocalization															
Makes accurate recall															
Reads independently															
Discusses content capably															
Eliminates vocalization															
Increases silent reading speed															
Uses many supplementary books															
Strives for full comprehension															
Adjusts rate to purpose															
VOCABULARY SKILLS															
Retains sight vocabulary															
Recognizes consonants and vowels															
Uses common word endings, (ell)															
Uses common blends															
Uses configuration clues															
Uses context clues															
Uses prefixes and suffixes															
Divides words into syllables															
Uses phonetic principles well															
Uses dictionary effectively															
Uses word attack independently															
Seeks out new words in reading															
Keeps record of growing vocabulary															

CODE: I - Inadequate; A - Adequate; M - Mastery of skill in terms of maturity

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Ability to Read Critically

PUPIL'S NAME _____

PUPIL'S AGE _____

	Date			Date			Date			Date			Date		
	I	A	M	I	A	M	I	A	M	I	A	M	I	A	M
ABILITY TO READ CRITICALLY															
Carries problem in mind															
Relates problem to ideas read															
Decides suitability of source															
Decides reliability of source															
Recognizes fact and opinion															
Checks evidence if necessary															
Questions generalities read															
Recognizes slanted writing															
ABILITY TO READ CREATIVELY															
Draws inferences from reading															
Understands figures of speech															
Interprets idiomatic expressions															
Interprets allusions correctly															
Grasps abstract terms from context															
Uses mental imagery to enhance ideas															
Integrates known ideas with reading															
Applies information in new situations															
Evaluates characters in reading															
Derives personal guidance from reading															

CODE: I - Inadequate; A - Adequate; M - Mastery of skill in terms of maturity

Reading Study Skills

(To be emphasized in summer session)

Dr. Mary A. Procopio
PERCEPT 1970

PUPIL'S NAME _____

PUPIL'S AGE _____

	Date			Date			Date			Date			Date		
	I	A	M	I	A	M	I	A	M	I	A	M	I	A	M
ABILITY TO LOCATE INFORMATION															
Recognizes parts of a book															
Uses the table of contents															
Uses the index of a book															
Uses the glossary of a book															
Uses the dictionary effectively															
Uses an atlas effectively															
Uses encyclopedia effectively															
Reads maps and globe symbols															
Knows how to use library aids															
Interprets graphs and charts															
ABILITY TO ORGANIZE READING															
Decides the main idea															
Selects main and minor facts															
Uses skimming with purpose															
Takes notes efficiently															
Organizes with purpose															
Makes a summary of ideas read															
Combines material from sources															
Evaluates material selected															
ABILITY TO OUTLINE MATERIAL															
Records main topic of paragraph															
Records main topic of selection															
Sees relationships in reading															
Learns outline procedure															
Verifies outline by rereading															
Uses the outline in reporting															

CODE: I - Inadequate; A - Adequate; M - Mastery of skill in terms of maturity

Dr. Mary A. Procopio
PERCEPT 1970

Basic Skills of Written Expression

PUPIL'S NAME _____

PUPIL'S AGE _____

	Date			Date			Date			Date			Date		
	I	A	M	I	A	M	I	A	M	I	A	M	I	A	M
HANDWRITING SKILLS															
Writes legibly															
Writes with reasonable speed															
SPELLING SKILLS															
Analyzes words to find phonic elements															
Uses structural analysis in spelling															
Keeps self-help list of words															
Uses dictionary for spelling help															
Devises own memory study helps															
Uses words learned, in writing															
SKILLS OF LANGUAGE CONSTRUCTION															
Works for proper form and mechanics															
Develops sentence sense															
Uses a variety of sentences															
Learns punctuation to fit his needs															
Uses correct word-form in writing															
SKILLS OF WRITTEN COMPOSITION															
Applies concepts of effective language															
Organizes work in interesting order															
Uses functional writing for reports															
Writes creatively in terms of goal															
Experiments with form in creative ways															

CODE: I - Inadequate; A - Adequate; M - Mastery of skill in terms of maturity

NAME: Gordon [redacted] DATE: May 22, 1970

1. Position in group: Age 7 in June Leader Recent _____;
Follower Very Seldom

2. Relationships with children. In what ways does the child have satisfying contacts with other children and in what way does the child have difficulty in social relationships.

Often helpful with younger children less skilled. Increasingly willing to share bikes etc. Past becoming a leader in the group especially in building (carpentry). Maturing in ability to share with others. Sympathetic to the hurts of others.

3. Relationships with adults - The predominant ways in which the child responds to his teachers and other adults.

Is friendly with adults - often openly affectionate. Is generally quiet in new situations. He has good recall for people he has met before and greets them warmly. Shows increased ability to listen to new suggestions and offer criticism.

4. Activities that the child participates with in school (indoors and outdoors)

bicycle riding
carpentry
story time
block building
cardboard box building and painting with imagination
sand play
climbing trees
climbing ropes
field trips

a. Favorite activities - teacher-directed and/or self-directed

Same as above

b. Non-Favorite activities - teacher-directed and/or self-directed

cooking
quiet game table
organized participation games

c. Utilization of school day -

He is actively busy at all times. He has boundless energy and stamina. He does not tire easily of doing one thing. He has on occasion stayed with one activity all morning.

5. Reasoning and Concept Formation:

a. Attention Span - How long and with what activities -

At times he has spent as much time as thirty minutes writing his name and letters and numbers.

After lunch he has listened to stories and discussed them for about twenty minutes and this is just previous to going home. He may stay with one physical activity all morning.

He may stay with one physical activity all morning.

b. Use of fantasy - What kind of fantasy, how often, with other children?

Gordon displays a normal amount of fantasy: chocolate cakes made of snad, catching fish with a piece of string from a boat on dry land, and imaginary car driving while sitting on a piece of wood.

c. Problem Solving - How does the child solve a problem. Does he seek an adult, does he become frustrated easily?

Gordon does not usual y seek an adult to solve his problems - he just takes matters into his own hands. He was initially a physical fighter, as are others in the group, but recently has been discussing more logically his disagreements and his language has matured.

6. Ability To Adjust.

Gordon has shown an increasing ability to adjust since his initial encounters as a new child in an already established group. At the end of this year he was fast becoming the leader of a group interested in building tree houses and also block building. He is now more willing to share toys than he was at the beginning and also plays better in group situations.

7. Special Comments:

Gordon arrived late in the program and at first was subdued and appeared frightened. He soon challenged the hierarchy of his peers. By the end of the program he was becoming the leader of a group doing imaginative carpentry work and block building (example - stores). They worked busily in harmony for long periods of time.

Mary Lee Kirwan

Teachers

INTENSIVE TEACHER EDUCATION PROGRAM

THE PEABODY EARLY CHILDHOOD EDUCATION PROJECT*
with the assistance of
THE SALEM STATE COLLEGE BRANCH OF THE ASSOCIATION FOR CHILDHOOD EDUCATION
takes pleasure in announcing a *PERCEPT assessment conference on

TODAY'S EARLY CHILDHOOD EDUCATION C O N T I N U U M:

DIRECT INSTRUCTION**********OPEN EDUCATION

Salem State College Auditorium
Saturday, May 9, 1970
8:30 A.M. - 3:30 P.M.

As a means of viewing comparative exemplars of educational programs for young children, PERCEPT invites public, private, and parochial school administrators, supervisors, teachers, parents of young children, and students in the field of Early Childhood Education to explore basic considerations involved in different approaches to the education of 3-8 year olds.

Informed representatives of a variety of models will discuss:

OUR GOALS..... OUR PROCESS..... OUR ENVIRONMENT..... OUR PROGRAM

EXEMPLARS TO BE PRESENTED

ASHLAND KINDERGARTEN PROJECT, Ashland, Massachusetts	- Mrs. Natalie B. Barlow, Supervisor Ashland Project
BANK STREET COLLEGE OF EDUCATION MODEL, New York City	- Miss Mary Finn, Director Follow Through Program Cambridge, Massachusetts
BRITISH INFANT - PRIMARY APPROACH	- Mrs. Margaret Wilmot, Manchester, Massachusetts, Public Schools
ENGELMANN-BECKER MODEL, UNIVERSITY OF ILLINOIS	- Mrs. Sadie Seaton, Director, Follow Through, Providence, Rhode Island
"TOKENS-AS-LEARNING-MOTIVATION" MODEL, Kansas University	- Mr. David Flood, Director, Follow Through, Pittsfield, Mass.
LEXINGTON KINDERGARTEN PROJECT, Lexington, Massachusetts	- Mrs. Geraldine Smith, Franklin School, Lexington, Massachusetts
MONTGOMERY COUNTY, MARYLAND, OPEN PRIMARY EDUCATION	- Mrs. Juanita Jackson, Lynn Public Schools; formerly of Montgomery County
MONTESSORI "CASA DEI BAMBINI," North Shore Montessori School,	- Miss K. Mildred Dooling, Directress

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MONTESSORI "CASA DEI BAMBINI," North Shore Montessori School, Marblehead, Massachusetts	- Miss K. Mildred Dooling, Directress
THE NIMNICHT MODEL, Far West Laboratory for Educational Research and Development, Berkeley, Calif.	- Mrs. Cynthia Wilkie, Consultant, Follow Through, Lebanon, New Hampshire
PERCEPT, Peabody Public Schools, Peabody, Massachusetts	- Dr. Mary A. Procopio, Director, Salem State College

Conference Introduction: TOGETHER TO LEARN. Dr. Allan Leitman, Educational Development Center, PERCEPT.

Recapitulation Session: ADDING IT ALL UP. Dr. Courtney Cazden, Harvard University Graduate School of Education.

Video-tapes, films, or other audio-visual aids of the exemplars will be shown by the representatives of each model.

Dr. Mary A. Procopio
Professor of Education
Salem State College
1969-70

PLANNING FOR INQUIRY IN LANGUAGE TEACHING AND LEARNING IN EARLY CHILDHOOD EDUCATION

In first-language learning, the symbolization of experience in speech and understanding the resymbolization of speech in printed form constitute major means of cognitive development and socialization of the young child. Previous to the internalization of language as a means of communication, the child is capable of expressing and receiving "messages" through gross sensory-motor activity. The vernacular gives parents and teachers the vehicle for conveying culture, its expectations of the person as a group member and as an individual. The child learns "the first-language game" early because language is a social process.

Language as social learning. Learning a language provides the young child of any society with an increasingly more complex communication code, while covertly it inducts him into a set of culturally determined behavior patterns. From his earliest attempts to express ideas to the point of basic language mastery, he is continually confronted with the necessity to hypothesize and to try out hunches about the linguistic structure of the language in order to communicate, to be rewarded for achieving accepted speech patterns, and to attain particular expanding goals. Culture oriented, language teaching-and-learning must provide the central social development process during the child's school years of nursery-kindergarten-primary education.

The school must foster language development by continuing "the first-language game." Recognizing that the form of language used in his sub-culture may be of a variant construct, the school must accept the role of helping the child to gain control of those language processes which can help him to operate successfully in the mainstream of society without devaluing his sub-culture communication system. (This article is not directed toward considering the special language problems of the child of foreign extraction.) Basil Bernstein gives the principle on which is based both respect for in-school use of sub-culture speech and the necessity for gradual development of mastery of standard speech through experiences in the school situation: "...language is a set of rules to which all speech codes must comply, but the generation of specific speech codes is a function of the system of social relations."[1] The child learns speech as he absorbs a specific culture.

Inquiry as the central process goal in the language arts curriculum. Recent studies, in the field of linguistics pose serious questions as to the effectiveness of traditional content and method in formal language teaching and learning. Consideration of the child as a learner in the fluid social, cultural, intellectual environment of today and tomorrow demands that the school help him to come to grips with challenges of communication, challenges which cannot be conveyed through stereotyped patterns of teaching-and-learning. He must master language as he uses it, with its great variety of expressions which he should assess,

[1] Bernstein, Basil. "The Role of Speech in Culture," Perspectives on Learning, eds. Gordon J. Klopf and Wm. A. Hohman, New York: Bank Street College of Education, 1967. p. 19.

organize into manageable forms, apply in terms of particular tasks, and utilize to particular ends.

Planning for inquiry in the language arts. Teaching-learning situations which foster inquiry as the central process goal of the language arts curriculum involve considerations of importance for both the teacher and the learner. Some of their involvements are listed as examples below.

Preparing plans for the teaching of language demands that the teacher

* consider the learner, his previous background and sub-culture, and his level of language development.
* decide upon goals of significance to the learner as an individual and as a member of a society with its "standard" language code. The goals should be inclusive enough to stimulate various approaches to learning, but specific enough to be evaluated enroute in terms of observable changes in behavior.
* provide opportunities for learning through activities of such interest to the pupil that he involves himself spontaneously in the language process.

When experiences are organized through teacher-pupil planning and the accent is on assimilating new language learnings into the total behavioral pattern, it is necessary that the learner

* examine his established language patterns to discover how language works for him and how it might change.
* analyze uses of language in group situations, in printed form, and in recorded form in order to broaden his perspective as to how language functions for various purposes.
* synthesize new awareness of language as a personal attribute and as a social phenomenon.
* categorize types of language adaptable to various situations.
* discover why language operates differently in a variety of situations, carrying different meanings for different individuals.
* compare ineffective language with effective language learned through activities involving informational and literary reading.
* perceive in his own and in others the speech, reading, and writing types of communication related to demands of various situations, while recognizing flaws of expression in reflecting situations, too.
* build language power to express personal-social affective relationships, to formulate generalizations resulting from expanding social experiences, and to engage in social activities through social language "rituals" common in the society as a whole.

Behavioral changes result from experiences which promote the process of inquiry. Through cooperative teacher-pupil evaluation, the learner may learn to

* discuss observable changes toward immediate, attainable goals of language mastery.
* recognize tangible and less tangible evidences of his increasing ability to direct his own language growth.
* evaluate his awareness of language as a social process.
* check his reasoning processes and those of others, in recognizing language as a vehicle for thinking.
* observe evidence of appreciation of language as communication, as a source of recreation, and as a means of achieving personal social goals.

Formulating goals in terms of expected behavioral changes. An important component in effective teaching to promote inquiry as a source of learning in the language arts is the explicit delineation of T-L objectives in behavioral terms. In formulating unit and daily plans with emphasis on process, the teacher may wish to develop guidelines, e.g.:

* Do I have adequate information about this child to enable me to guide his learning in language development?

* Does the objective as stated promote continuity of learning with respect to earlier learning?

* In a particular situation, what are the behaviors to be developed: affective behavior, utilizing basic information, formulating concepts to be used in activities?

* What tool skills or other processes may be called for, as the learner becomes involved in the use of materials to solve problems?

* Are the goals so expressed that they suggest the expectation of inquiry in language learning?

* What content may lend itself best to involving the learner in inquiry as a process of language development?

* Can I activate inquiry in the language arts by emphasizing teaching-learning activities which demand the use of heuristic procedures in the solution of problems?

* To what extent can inquiry-process planning stress goals which incorporate behaviors such as those listed below?

Pupil Behaviors Conducive to Inquiry in the Language Arts

interviews	creates	cooperates
explores	contrives	challenges opinions
sifts out facts	formulates	organizes
asks for facts	derives	discusses
investigates	proposes	shares conclusions

questions	imagines	reports conclusions
collects information	constructs	participates
examines information	plans	assesses
proves point	structures	listens attentively
discovers	initiates	deals in specifics
judges data	weighs ideas	draws conclusions
tests hypotheses	appraises needs	decides strengths
forms opinions	summarizes points	considers alternatives

Long term input-output effect of inquiry in the language arts. Continuous promotion of inquiry as a way of learning in the development of first-language mastery leads to observable person-social-intellectual outcomes. The young child from three to nine years of age functions as a learner whose increasing mastery of language as a social process is an observable, developmental attribute of his individuality. Gradually achieving control of language of the broad culture, often the learner shows awareness of such variables as the motivation of those involved in a communication exhange, the background of the speaker or writer, and the effect of the total situation on communication. He uses language as a multi-faceted means of expressing thoughts and considering the ideas of others. He values language as an essential in his relationships with others. With teacher guidance he uses language to probe understanding of self and is able to discuss his progress as shown by his use of language. He responds to language as a substantive source of intellectual, social, and aesthetic challenge.

The child's observable growth in ability to use language as a social process also implies growth in thinking power. Vygotsky considering the inner workings of thought and speech concluded:

> "The relation between though and word is a living process; thought is born through words. A word devoid of thought is a dead thing, and a thought unembodied in words remains a shadow. The connection between them, however, is not a preformed and constant one. It emerges in the course of development, and itself evolves. To the Biblical 'In the beginning was the Word,' Goethe makes Faust reply, 'In the beginning was the deed.' The intent here is to detract from the value of the

> word, but we can accept this version if we emphasize it differently: In the BEGINNING was the deed. The word was not the beginning -- action was there first, it is the end of development, crowning the deed."[2]

Inquiry as a central process in the nursery-kindergarten-primary language curriculum promotes induction of young children into the broad American culture, with particularly significant social development and intellectual growth accruing to children of variant sub-cultures.

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[2] Vygotsky, Lev. S. Thought and Language. Cambridge, Massachusetts: The M.I.T. Press, 1962. p. 153.

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Dr. Mary A. Procopio
Ed 101/Ed 210/ PERCEPT
March, 1970

SCHOOLS TO VISIT

(Visiting a variety of Early Child hood Education models was a valuable part of the PERCEPT program.)

Public School	Contact
Ashland Kindergarten (Title III) Ashland, Mass. Fruit St. School Fruit Street 1-617-881-4282	David Mindess, Supt. Mrs. Polly Gorman
Bedford Schools Bedford, Mass. 275-7588	John Glenn, Supt.
Brookline Schools Brookline, Mass. 734-1111	Robert I. Sperber, Supt.
Lexington Schools Lexington, Mass. Estabrooke School Bridge School (Team Teaching) 862-7500	Ado Commito (Dr.) Assistant Supt.
Center School Lynnfield, Mass. (Reading) 334-4422	Dr. Nancy C. Santeusanio Consultant
Lincoln Schools Lincoln, Mass. 259-9400	Dr. Randolph Brown, Supt.
Memorial School Manchester, Mass. 526-1908	Francis E. Langley Principal
Bell School Marblehead, Mass. (Grades 4-6) Open Concept 631-1512 (new) 631-5362 (old)	Robert J. McCarthy
Newton School System Newton, Mass. 969-9810 Mason Wright School 527-1815 Horace Mann School 332-4326 Oak Hill School 527-5564	Mr. Thomas D. O'Connor Ass't Dir. of Personnel Elaine Panaretos Mrs. Ruth E. Chadwick Samuel A. Turner
Batcheldor School No. Reading, Mass. 664-3881	Robert McCaffrey
Trotter School Boston Sub-System Roxbury, Mass. 442-8787	Miss Grace Whittaker Mrs. Madoff

Public School	Contact
Eaton School Reading, Mass. 944-1907	Mrs. Eleanor Sheldon
Warren School Wellesley, Mass. 235-7250	Frederick Gorgone, Prin. Miss Therese Doyd
Winchester Schools Winchester, Mass. 729-1750	Dr. Walter Gleason, Asst. Su
Vinson-Owen School 729-1281 Muraco School 729-8985	Dr. Clare M. Corcoran Richard H. Young
Lynn School System Lynn, Mass. 598-2527	Dr. George Laubner Dr. Milton Morse (Consultant) Miss Nan Mahoney
Medford School System Medford, Mass. 396-5800	Dr. Michael Antone Dir. of Mathematics
Burke School Birch Street Peabody, Mass. 535-1708	Mrs. Anita Coburn

Private School	
Free Church Coop. Pre-School (co-Ed Nursery) Andover, Mass. 31 Elm Street 475-1700	Mrs. Thayer Kershaw
Mother Goose Kindergarten (Co-Ed Nursery & Kindergarten) Andover, Mass. 326 So. Main Street 475-1543	Mrs. Florence D. Neil
*Beverly School for Deaf (Co-Ed Kindergarten - eighth) Beverly, Mass. 6 Echo Avenue 922-0905	Miss Patricia D. Quinn
Shore Country Day School (Co-Ed Kindergarten - ninth) 585 Cabot Street Beverly, Mass. 927-1700	Clifford K. Whiting
Buckingham Lower School (Co-Ed Kindergarten - fourth) Cambridge, Mass. 876-7611 60 Buckingham Street	Mrs. David N. Morse

Private School

Central School
(near Central Square)
Cambridge, Mass.
264 Broadway
868-0073

Mr. Joseph Segar, Principal

Shady Hill School
(Co-Ed Ungraded King. - ninth)
British Concept
178 Coolidge Hill
Cambridge, Mass.
868-1260

Mr. John Olive, Consultant

KLH
Research & Development Corp.
Cambridge, Mass.
491-5060

Mrs. Kate Bohls

Cambridge Free School
5 Howard Street
Cambridge, Mass.
354-2402

Madison E. Judson
Mrs. Diane Milner, Secretary

Fayweather School
(Co-Ed Ungraded Elementary)
74 Fayweather Street
Cambridge, Mass.
876-746

Cambridge Friends School
New Quakers School
5 Cadury Road
North Cambridge, Mass.
354-3880

Children's House of Gloucester 'Montessori
(not until April)
198 Concord Street
Gloucester, Mass.
283-379

Mr. Charles Rossow, Dir.

Christ Church Nursery
Ashbury Street
Hamilton, Mass.
468-4461

Mrs. Burnham

Brookwood
(Co-Ed Kindergarten - eighth)
Brookwood Road
Manchester, Mass.
526-4671

Mr. Philip Cutler

Private School	Contact
Tower School (Co-Ed K-8) 61 W. Shore Drive Marblehead, Mass. 631-5800	Mr. Gerard F. McGrath
North Shore Montessori 170 Atlantic Av. Marblehead, Mass. 631-2290	K. Milfred Dooling (The Dooling Sisters' School)
Tufts **Elliot Pearson Lab School** **105 College Avenue** **Medford, Mass.** **628-5000**	Miss Vazquez Dr. Ev. Pitcher
St. Chretienne Academy Elementary (Girls-Kindergarten) 262 Loring Avenue Salem, Mass. 744-7181	Sr. Marie Charles
Busy Bee Nursery & Kindergarten (Co-Ed Kindergarten & Nursery) **471 Lynnfield Street** **Lynn, Mass.** **Ly9-2013**	Mrs. Peduto
Brandeis Nursery - Kindergarten Lemberg Hall Waltham, Mass. 894-6000	Mrs. Fran Perkins

Miscellaneous	
Children's Museum (Workshop-$2 per person) Boston, Mass. (April) 522-4800	Dr. Robert Spock, Director Mrs. Cornu
Head Start Follow Thru (Cambridge Economic Opportunity Comm.) 99 Austen Street Cambridge, Mass. 868-1320 (Harrington School) (Bank Street College Ed. Model)	Miss Mary Wright Marjoria Ching, Secretary
Education Development Center (EDC) (Early Childhood Ed. Study) 55 Chapel Street Newton, Mass. 969-7100	Dr. Allan Leitman

(Several Teacher Aides were prepared to work with children in the Andover Public Schools where the majority of PERCEPT students did their student teaching at the primary level.)

June 11, 1970

ANDOVER * PERCEPT * COURSE

COURSE: Early Childhood Curriculum

Topics presented from April 17 to June 10, 1970:

1. Concepts of Early Childhood Education Today
2. Roles the Teacher-Aide Plays in the Modern Early Childhood Education Program
3. Observing Children to Note Perceptual Handicaps to Learning
4. Working with Children to Rectify Problems of Eye-Hand Control and Other Perceptual Difficulties
5. Language Development in the Young Child
6. Helping Children to Overcome Problems of Articulation
7. Beginnings of Reading in the Kindergarten
8. Creative Environments for Young Children - Tri-Wall Workshop
9. Creative Movement for Young Children
10. Setting up Learning Centers in the Early Childhood Classroom
11. Promoting Creative Work with Young Children
12. Developing a Guide for Beginning Teacher-Aides, organized in response to questions asked by Teacher-Aides.

PERCEPT - Andover

Teacher - Aides

Patricia Bernardin *
67 Whittier Street
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Merrimack College

Patricia Blackie *
18 Burton Farm Drive
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Boston University
A. B. - 1962

Carolyn Cappetta *
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Lawrence University
Wisconsin - B. A. - 1957

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1957

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Business and Psychology

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Andover, Mass.
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University of New Hampshire
B. A. - Math. - 1961

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Andover, Mass.
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Alice McNamara
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Andover, Mass.
Tel: 475-0743

Frances Herron
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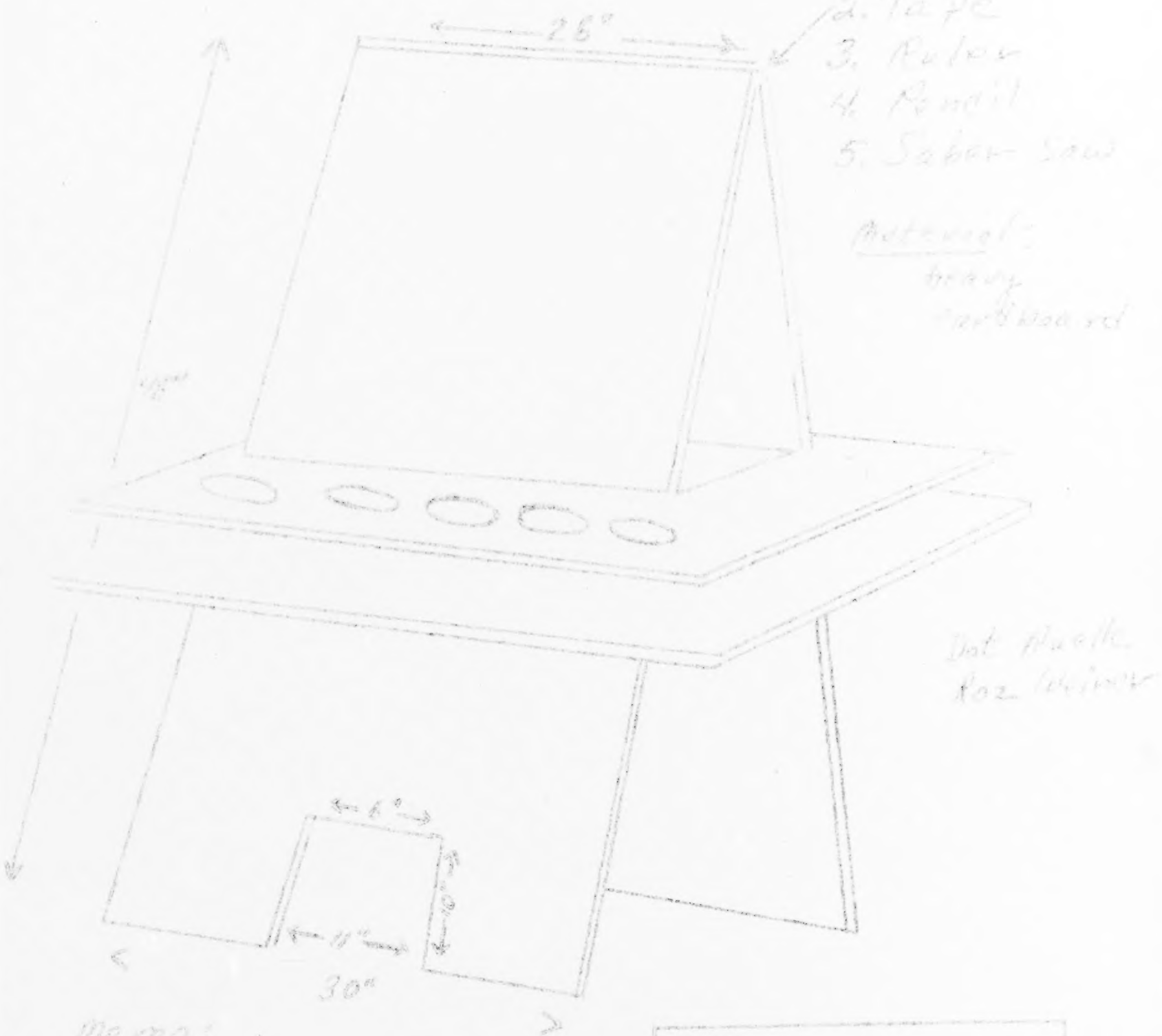
Tel: 475-4201

Jacqueline Robinson
13 Rattlesnake Hill
Andover, Mass.
Tel: 475-0895

(Construction plans submitted by PERCEPT students.)

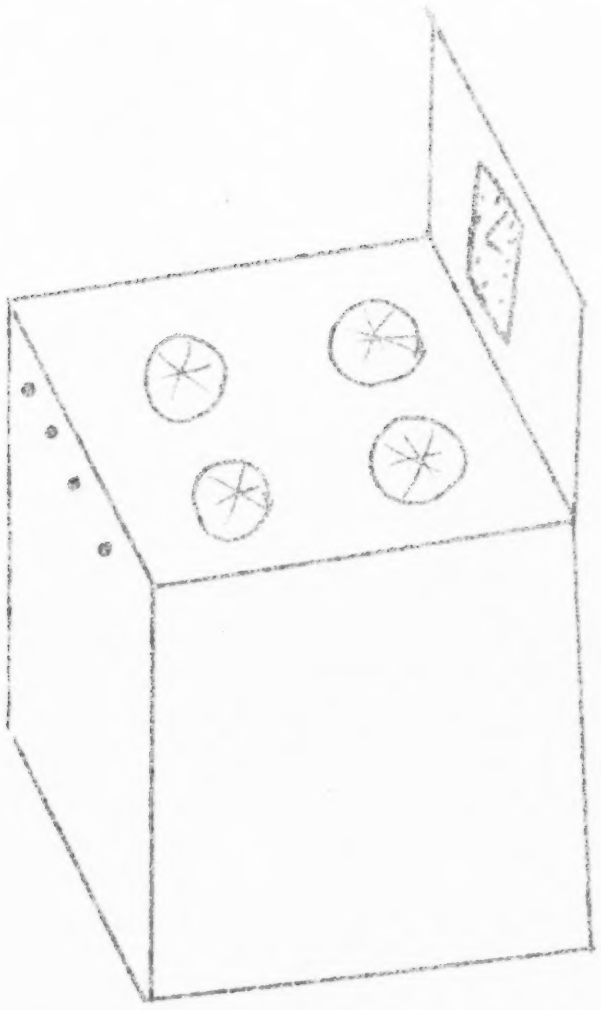


Memo:

1. 21" up from bottom, indent 1"
2. 24" up from bottom, indent 1"
3. Slide cut-out section down to first indentation.
4. Slide section with holes to second indentation.

Play Stove

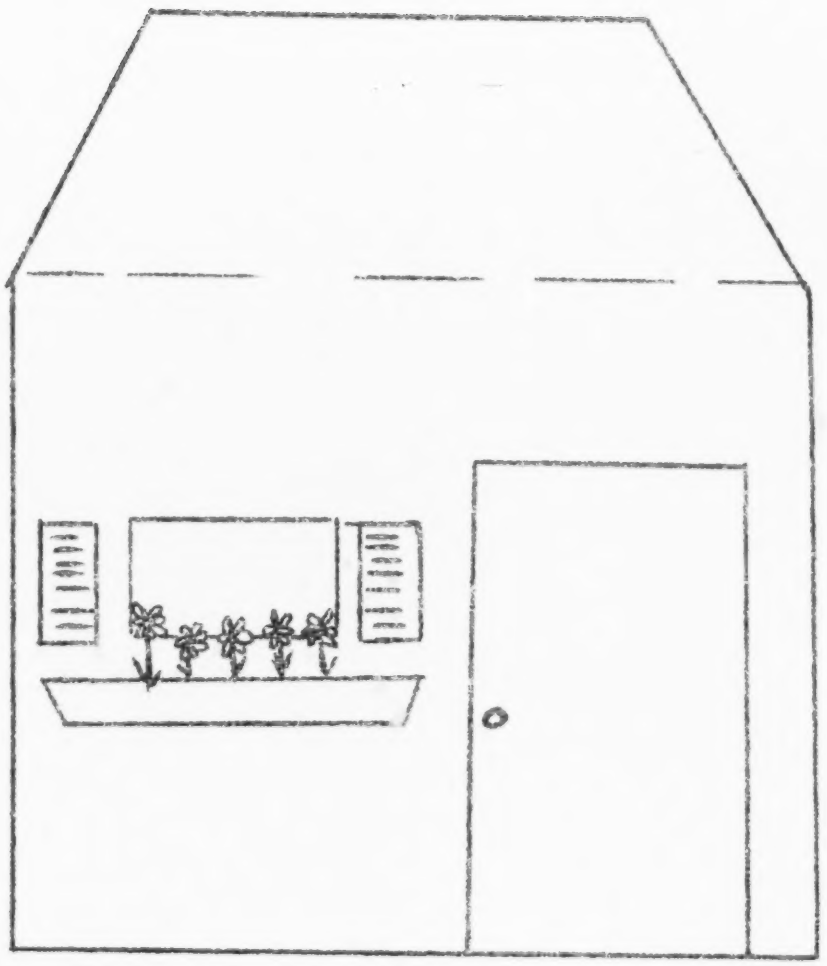
G. Grover
D. McCurdy



A cardboard carton (approx. 20" x 20" x 20") is tipped on side, and pieces of cardboard are placed inside to reinforce top of stove.
Carton flap is raised and supported to form back of stove.
Stove is painted. Burners are painted on with black paint.
Large screws are used for knobs. Clock attached to back.

Playhouse

Alys Sibley
Joan Cashman



Materials

Tri-wall box (at least 4'x4')
Saber Saw
Tape
Wire
Paint
Wallpaper

Directions

Open box. Cut windows, door with Saber Saw.
Tape raw edges.
Re-inforce corners with wire.
Let children paint & decorate.

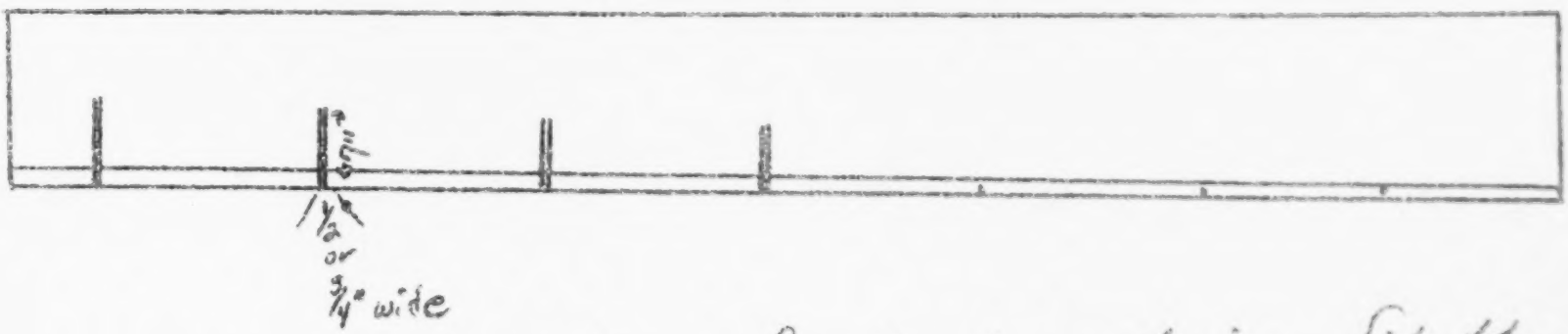
Sixteen Compartmented Cubby

- for children's belongings

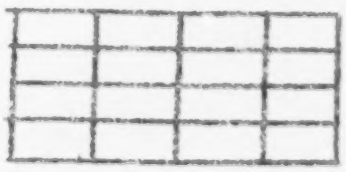
Given: Ten matching strips of Tri-wall, each approximately 54" x 14" x ½" to ¾" (model measurements)

All strips are uniformly prepared:

- Mark off each strip lengthwise into four even sections (12" each) allowing 1½" at both ends of strips.
- Beginning at 1½," allow for ½" to ¾" (the width measurement) between each section for slits
- For each slit, measure & cut half way into strip from edge (7") and remove slit.



After preparation of all ten strips, fit them together, five horizontally & five vertically

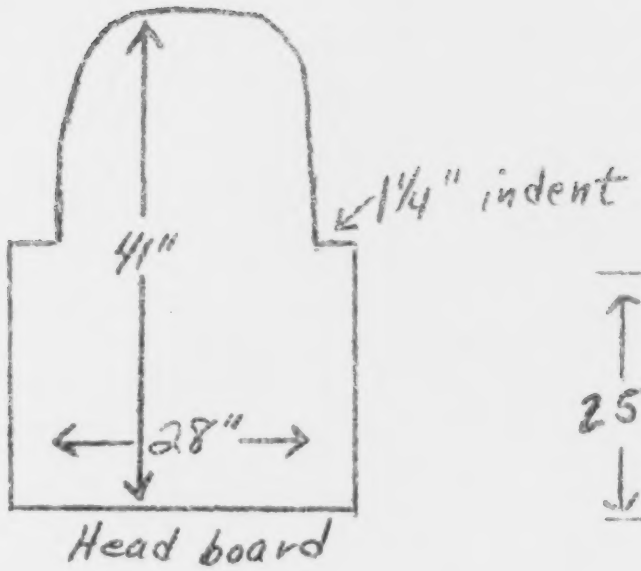


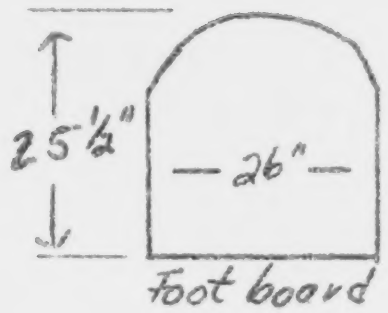
Suggested tools:

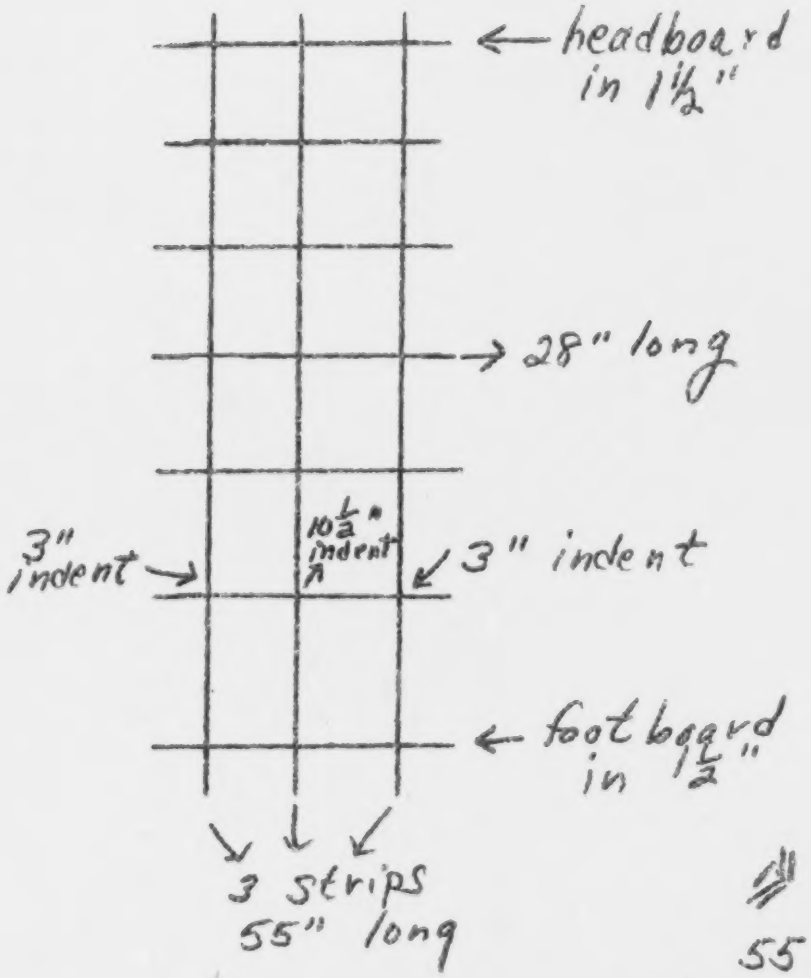
Saber Saw
exactor Knife

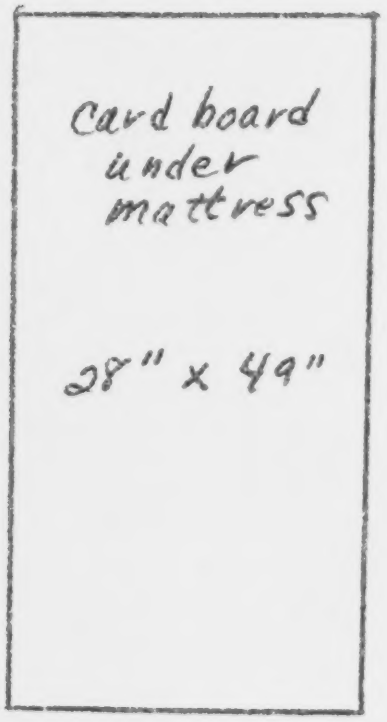
Modifications can be made accordingly.

BED







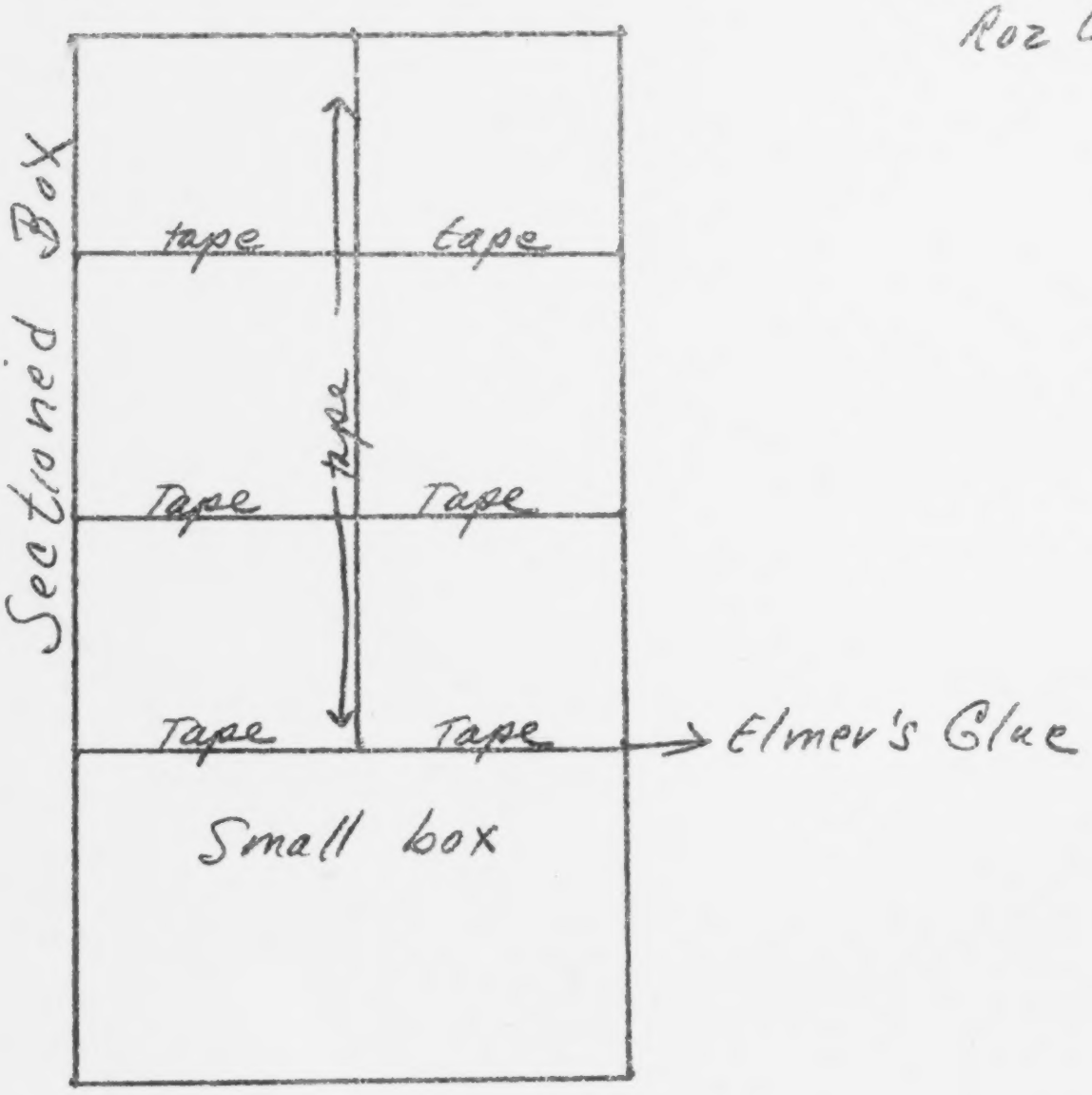


// The 3 strips measuring 55" each in length are slotted at 7¾" intervals. Seven slots should be made in each.

// Horizontal slots are made at intervals of 3," 10½," and 3" on the 28" lengths.

Storage Cabinet
used in kitchen area

Dot Ruelle
Roz Weiner

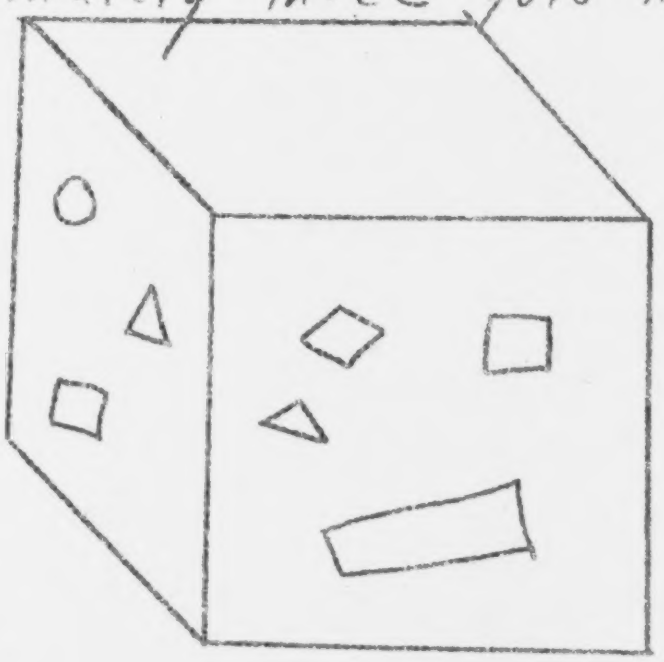


materials

1. Cardboard boxes
   - 1 small square one for base
   - 1 sectioned horizontal for top
2. Heavy masking tape to re-inforce
3. Elmer's Glue to attach top to bottom
4. Paint – non toxic in a bright color

Aquarium*

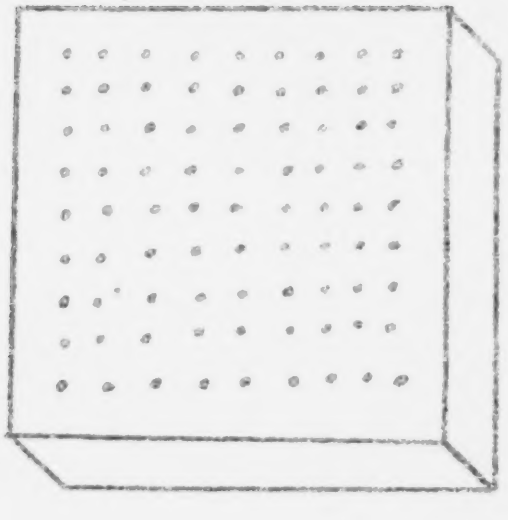
1. Use sturdy card board carton (approx. 12" x 12").
2. Reinforce corners inside and outside with heavy tape.
3. Cut various-sized & various-shaped eye holes in sides of carton.
4. Line box with sheet of heavy plastic, drawing plastic together in folds in corners so that eye holes are not obscured. Fasten plastic to outside of box with tape.
5. Paint box.
6. Add gravel, plants, water and approximately three gold fish for this size box.



* Terrariums may be made in the same way.

Geo-Boards

Materials needed: wooden box 12" x 12"
brass nails
Colored elastics



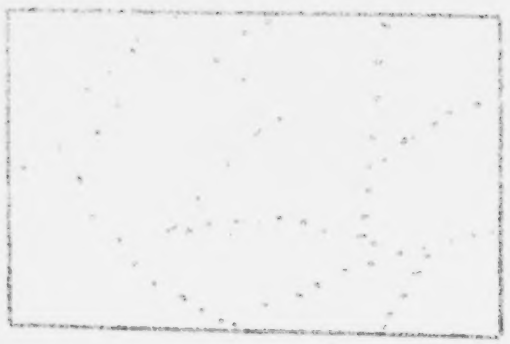
2" border, nails 1" apart
Note: nails should be hammered in on a slight slant and should be hammered in firmly enough so that nails will not come out as they are used!

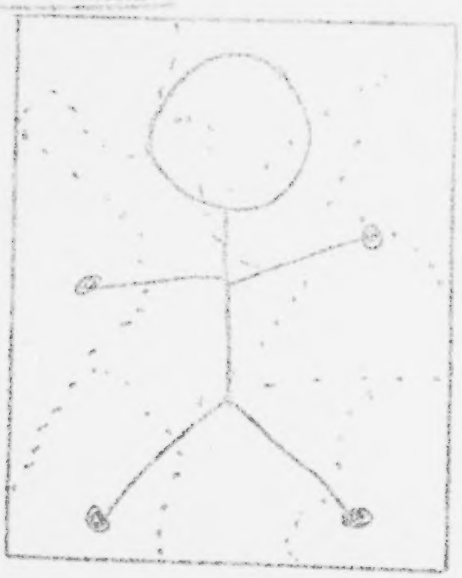
Purpose: Colored elastics will be furnished to child, who will make designs on board by stretching elastics between the nails

Background of board may be painted or covered with contact paper to present a more pleasant appearance.
Also— brass nails look best!

A fascinating array of patterns – all different – can be the result of using these geo-boards.

PUZZLES



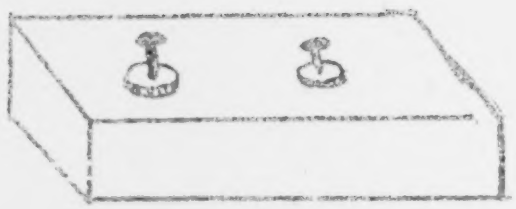


1. Take pictures from magazines, posters, wallpaper books.
2. Paste on tri-wall and let dry 24-48 hours. Mark reverse side of puzzle in some way (similar design or some pattern) to enable keeping set of pieces together.
3. Cut into interesting shapes with Sabre Saw.
4. Store pieces in box.

Sizes of puzzles are optional.

MUSICAL INSTRUMENTS

Wood-block Tambourine



block of wood
soda bottle caps
nails with wide heads

Remove cork from caps. Hammer nail through cap into wood. Make hole in cap wide enough to allow cap to slide up and down nail.

Rattles

Any container that can be filled and sealed and easily shaken may be used.

Containers: cups, plastic detergent bottles, boxes, cans, etc.

Contents: dried peas, beans, rice, sand, etc.

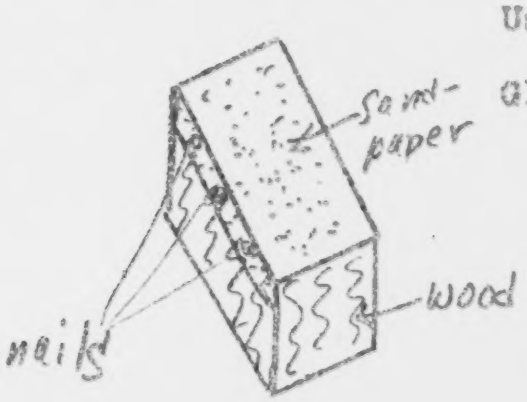
Bells

Attach different sized and colored bells to elastic and knot. Cut elastic to wrist size and knot.

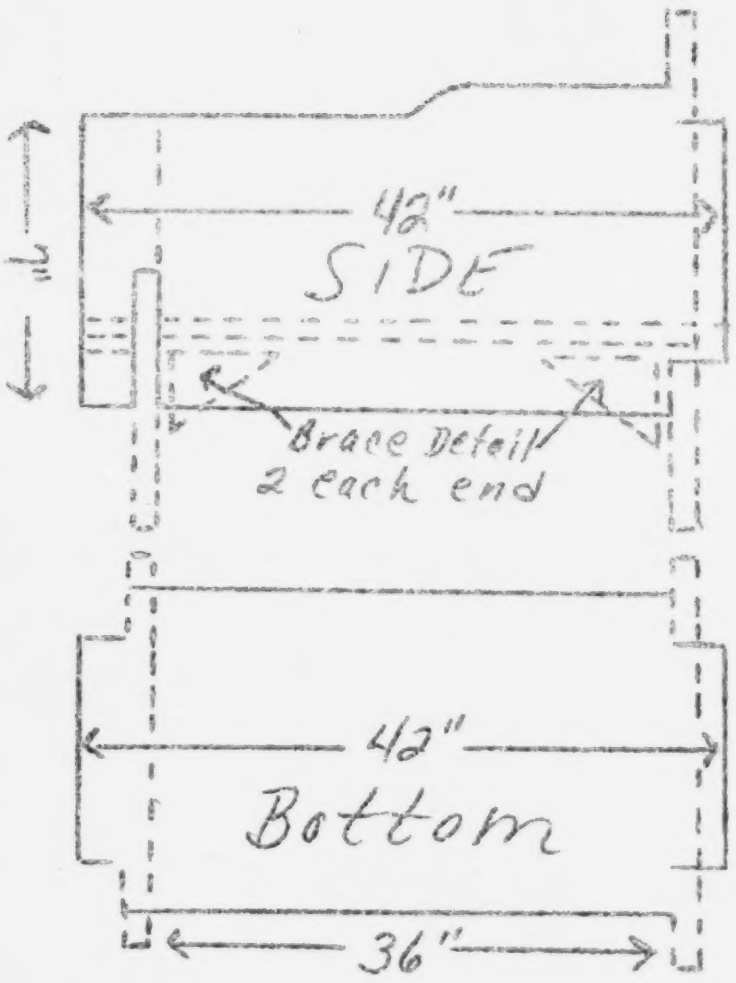
Sand Blocks

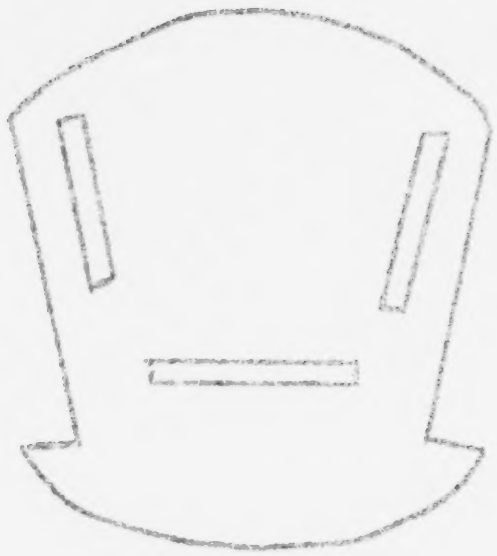
Use variety of sandpaper weights.

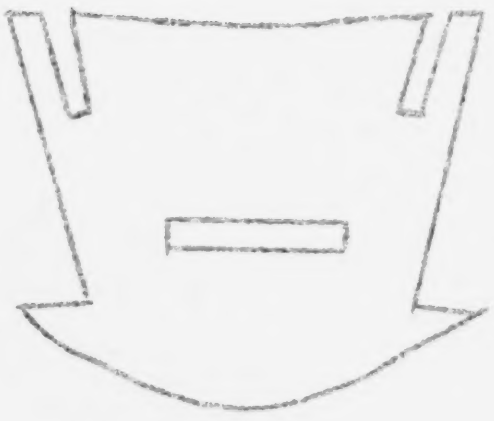
Glue sandpaper to wood, then nail.



CRADLE







1. Using tri-wall and a sabre saw, cut out all five pieces of the cradle.

2. Insert the bottom of the cradle through slots in the footboard and headboard.

3. Insert side pieces through slot in head board and over slot of footboard.

4. Reinforce bottom of cradle by gluing (Elmer's) wooden wedges where cradle bottom meets headboard and bfootboard.

5. Tape all edges for extra strength.

GERBIL CAGE

Materials:

chicken wire, approx. 24" wide x 60" long
1 film can, top and bottom, 14 3/4" diameter
cloth tape
picture wire

Method:

1. Cut chicken wire to a length of approx. 60"

2. Tape cut edges of chicken wire.

3. Thread picture wire in and out of overlapped chicken wire edges to form a cylinder.

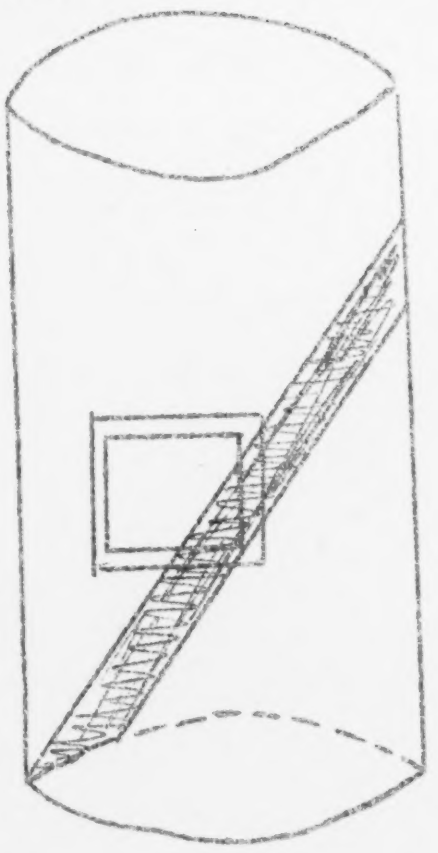
4. Punch holes in side of film can bottom and wire chicken wire to can, forming cage base.

5. Cut a narrow strip (approx. 10-15") of chicken wire to form run; tape edges; bend chicken wire to form three sides of a rectangle

6. Place run in cage and wire to cage at top and bottom.

7. Punch holes through sides of film can top.

8. Place on top of cage and wire cover to cage.



9. Door: cut a square piece of chicken wire out of cage approximately 1/3 of the way up. Tape all edges. Fasten door to cage with leather strips.

WORKBENCH

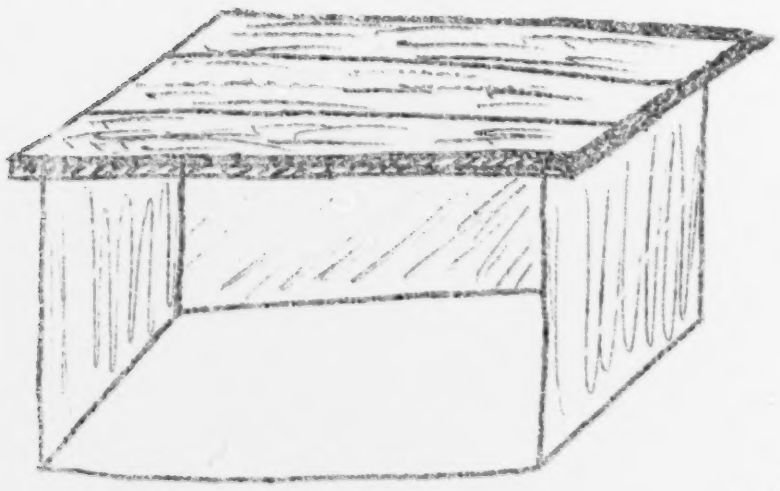
Use a large wooden packing crate for the base.

Put the open side to the front and use for storage of wood, materials. It may be helpful to put a divider down the inside center.

For the working surface, use heavy boards 2' x 6'

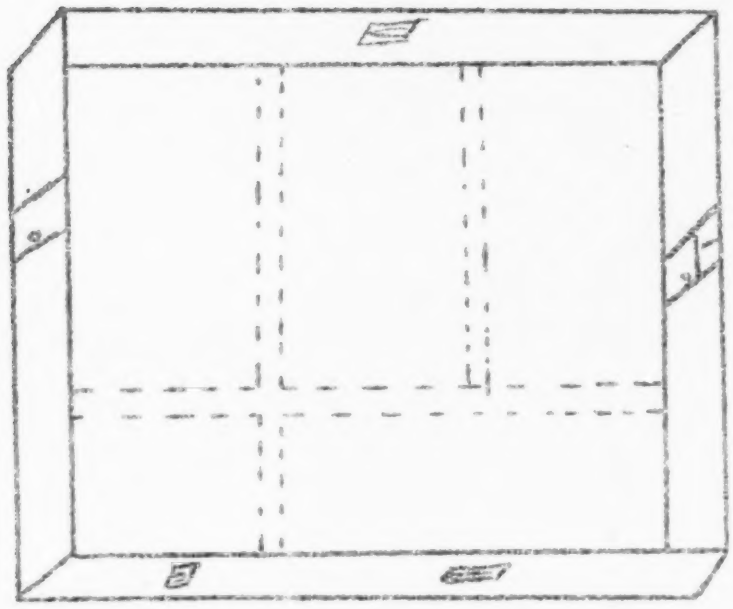
because children will use the surface to nail into when the wood supply fails to hold their attention.

The top boards should extend beyond the frame on all sides so that vises can be fastened.



Dotty McCurdy
Gunny Grover

DOLL HOUSE

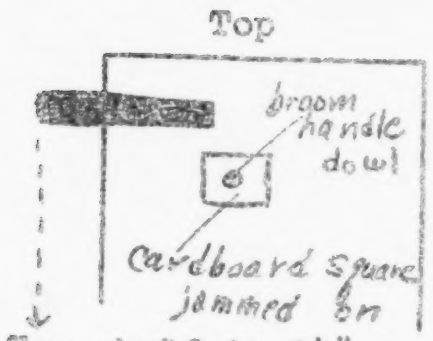


(open at top)

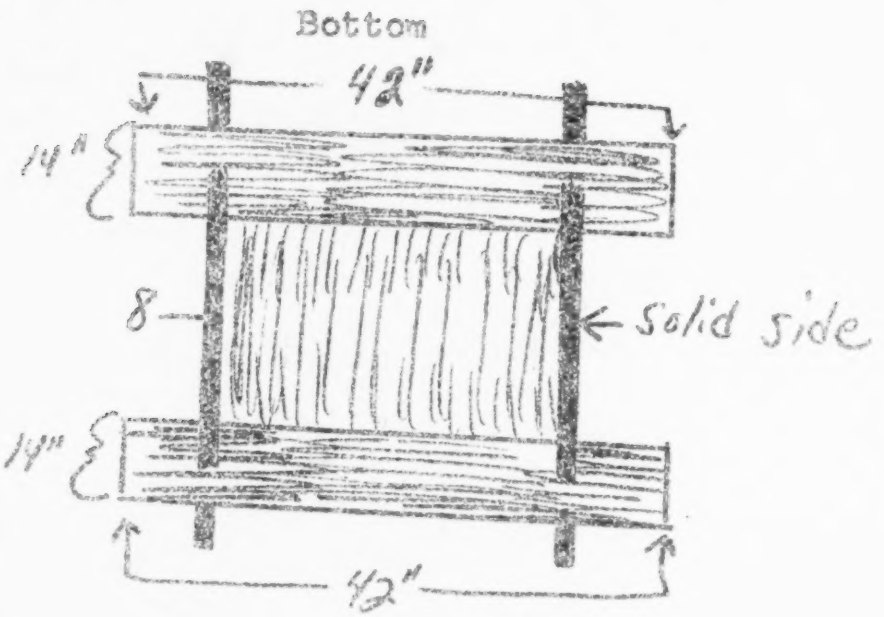
1. Tri-wall construction
2. Base: 36" x 36"
3. Outer walls and partitions 8" high
4. Cut side walls to fit on base.
5. Elmer's Glue and mystic tape used to assemble whole structure.
6. Wedges cut into four outer corners for additional strength.
7. Cut windows and doorways as desired.
8. Decorate with scrap wallpaper, tiles, etc.
9. Furniture and dolls from creative playthings.

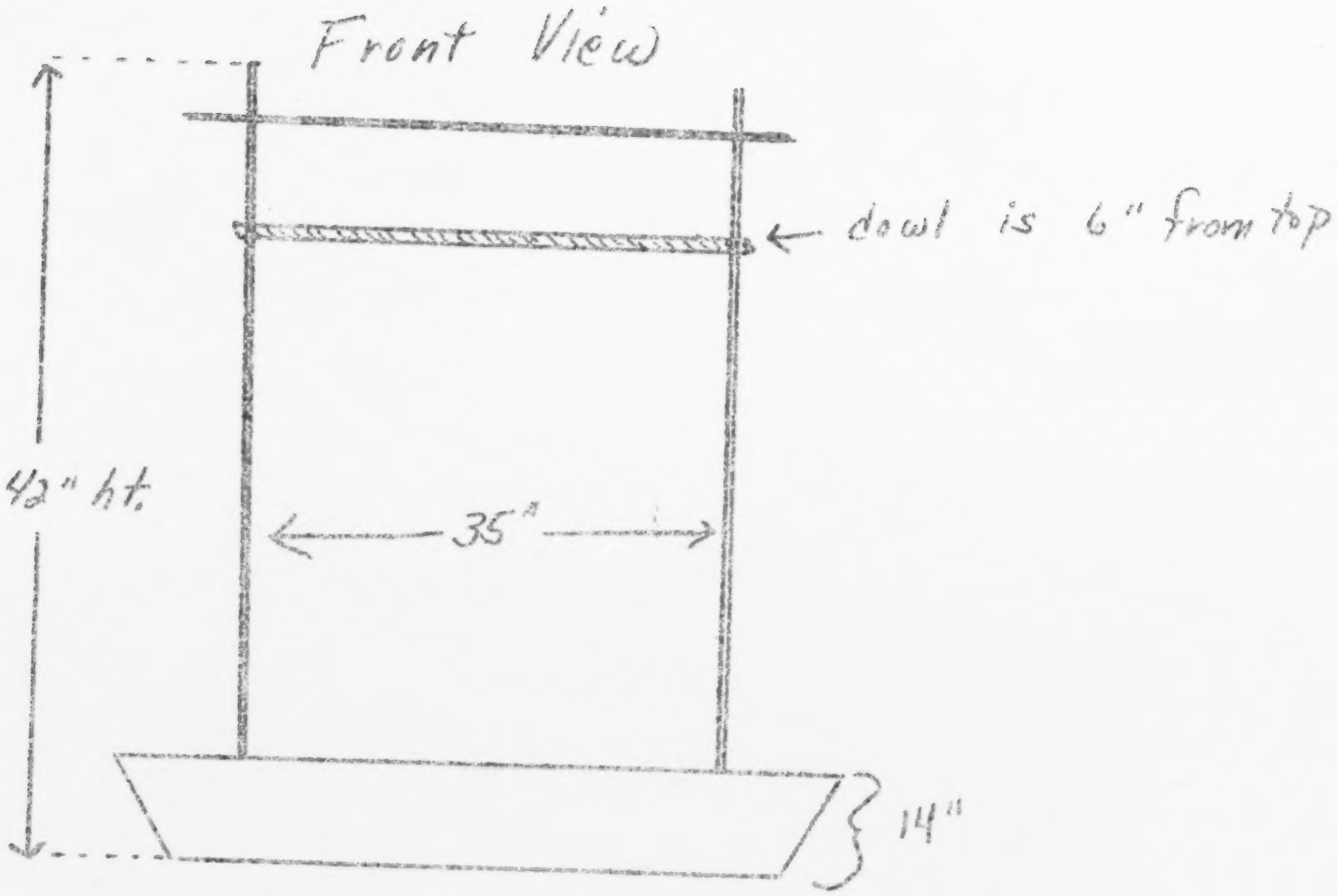
Faith Weiss, Lillian Waters

DRESS-UP WARDROBE



Top shelf is 14" deep, 42" long.
Used for hats, etc.

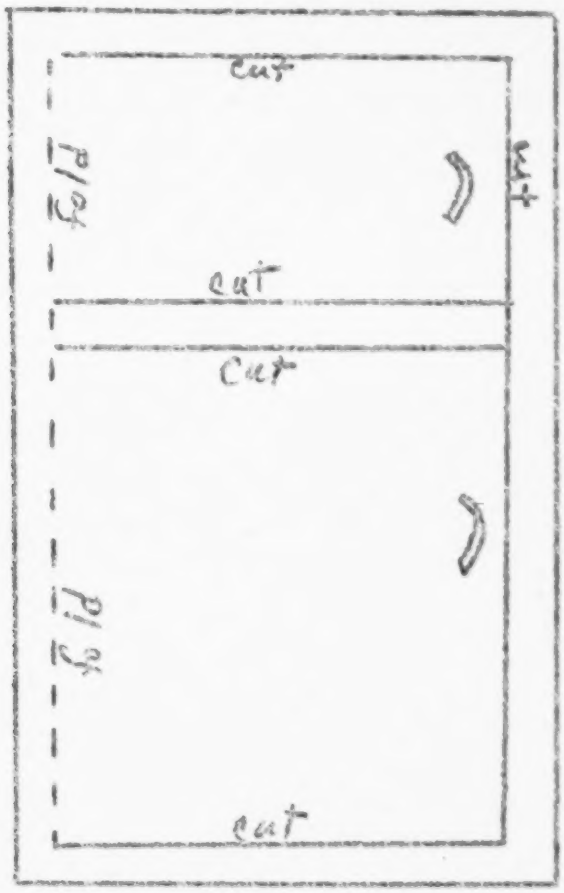




CHILD-SIZE REFRIGERATOR

Use heavy box of appropriate size.

Cut and fold as indicated. Paint. Add handles.



Make freezer compartment and shelves out of triboard.

Brace as necessary with cardboard and tape.

FINGERPLAYS

1. Eensy weensy spider went up the water spout.
   down came the rain and washed the spider out.
   Out came the sun and dried up all the rain.
   Then the eensy weensy spider went up the spout again.

2. Where is Thumbkin? Where is Thumbkin?
   Here I am! Here I am!
   How are you today? How are you today?
   Very well,Ithank you. Very well, I thank you.
   Run away! Run away!
   Same for Pointer, Middleman, Ringman, Pinky

3. Open, shut them, open, shut them, give a little clap.
   Open, shut them, open, shut them, lay them in your lap.
   Creep them, creep them, creep them, creep them,
   right up to your chin.
   Open wide your little mouth, but do not let them in.

4. I'll touch my hair, my lips, my eyes,
   I'll sit up straight, and then I'll rise
   I'll touch my ears, my nose, my chin
   Then sit quietly down again.

5. Two little dicky birds sitting on a wall
   One named Peter and the other named Paul
   Fly away Peter, bly away Paul
   Come back Peter, come back Paul!

6. Clap, clap, clap your hands
   Shake them in the breeze
   Stamp your feet and turn around
   Now sit down if you please!

POEMS

1. We make such a crunchy sound
   In the leaves upon the ground
   Crunchy, crunchy leaves, hear the noise
   Made in the leaves by girls and boys.

2. Summer, winter, spring and fall
   How we love them one and all
   Each one brings us lots of fun
   Rain and snow and nice warm sun.

3. We like snow, we like snow
   Wear warm clothes, out we go.
   It covers the houses and fills the trees ((Sung to tune of
   It's fun for sleds and it's fun for skis ((("Three Blind Mice"
   We'll play outdoors till our noses freeze
   Because - We like snow, we like snow.

4. On Rosh Hoshana every year
We hear the Shofar loud and dear.
On Yom Kippur we hear it too
A Happy Year it calls to you.

5. I must repeat. Please wipe your feet.
On muddy, rainy days
I can't relax
When I see tracks.
So kindly mend your ways.

6. Pick up your toys
Girls and boys
When you have finished play.
You must confess
It's quite a mess
When they are left in the way.

7. I have a little pussy. Her coat is silver gray.
She lives down in the meadow not very far away.
She will always be a pussy. She will never be a cat.
She is a pussy willow
Now what do you think of that?

8. Top toe, tip toe
Off we go
Quietly as flakes of snow
Top toe, tip toe
Now sink low
Like small flakes of falling snow.

9. Here is the beehive. Where are the bees?
Hidden away where nofody sees.
Soon they come creeping out of the hive--
One - two- three - four - five!

10. Hands on shoulders, hands on knees,
Hands behind you, if you please;
Touch your shoulders, now your nose,
Now your hair and now your toes.

Hands up high in the air
Down at your sides; now touch your hair;
Hands up high as before,
Now clap your hands, one, two, three, four.

11. Right hand, left hand,
This is my right hand
I'll raise it up high
This is my left hand
I'll touch the sky.
Right hand, left hand,
roll them around
Left hand, right hand,
Pound, Found, Pound!

POEMS

12. This is my father (thumb)
This is my mother (pointer)
This is my brother tall (middle)
This is my sister (ring)
This is the baby (pinky)
Oh! How we love them all! (clasp hands)

13. This is the way I plant my garden.
Digging, digging in the ground
The sun shines warm and bright above it.
Gently the rain comes falling down.
Slowly the shoots begin to grow
These are my pretty garden flowers
Standing, standing in a row.

14. I am a tailor making clothes. Stitch, stitch, stitch
my needle goes
I am a cobbler mending a shoe, Rap, tapp tap, and it's
just like new
I am a policeman, I stand just so, Telling cars to
stop, telling cars to go.

15. Ten little firemen sleeping in a row,
Ding dog goes the bell, and down the pole they go.
Off on the engine, oh, oh, oh,
Using the big hose, so, so, so.
When all the fire's out
Home so-O slow
Back to bed, all in a row.

16. I wish I were a windmill, a windmill, a windmill
I wish I were a windmill, I know what I would do.
I'd wave my arms like this, like this (3 times)
And that's what I would do.

I wish I were a rabbit, a rabbit, a rabbit
(Same - hop, hop, hop: make up others!)

17. One little, two little, three little Indians
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian boys.

Then go backwards.

SONGS

I Love My rooster

I love my rooster, my rooster loves me
I feed my rooster on the greenberry tree
My little rooster goes cock-a-doodle - doodle - doodilly
doodilly doodily doodily doo.

I Love My Rooster (continued)

I love my kitty, my kitty loves me
I feed my kitty on the greenberry tree
My little kitty goes meow, meow, meow
My little rooster goes cock-a-doodle doodle doodily
doodilly doodilly doo

etc. with other animals

The Wheels on the Bus Go Round and Round (tune is a bit like "Mulberry Bush")

1. The wheels on the bus go round and round, round and round,
round and round
The wheels on the bus go round and round - on a busy morning.

2. The motor on the bus goes vroom, vroom, vroom etc.

Make up more verses

Blue Bird (in a circle, one child goes in and out)

Blue bird, blue bird
Through my window
Blue bird, blue bird
Through my window
Oh Johnn, I am tired.

Take a little girl and tap her on the shoulder
Take a little girl and tap her on the shoulder
Take a little girl and tap her on the shoulder
Oh Johnny, I am tired

(First child taps another, who follows her in and out the circle as "Blue Bird" is sung again. Repeat until group falls apart.)

The Button Song

Button you must wander, wander, wander
Button you must wander everywhere.
Bright eyes will find you
Sharp eyes will find you
Button, you must wander everywhere.

Children form a circle and sing this song while the teacher moves from one to another pretending to put a button in someone's hand. She really gives the button to one child, and another child is chosen to make three guesses as to who has the button. The child with the button then shows the button and takes the teacher's place, pretending to give it, etc.

On Top of Old Smokey

On top of Old Smokey
All covered with snow
I lost my true lover
From courtin' so slow.

For courtin's a pleasure
And partin' is grief
A false-hearted lover
Is worse than a thief

For a thief will just rob you
And take what you save
But a false-hearted lover
Will send you to the grave

And the grave will decay you
And turn you to dust
Not one girl (guy) in a hundred
A poor boy (girl) can trust

They'll hug you and kiss you
And tell you more lies
Than cross-ties on a railroad
Or stars in the skies.

So come all you young laddies (lassies)
And listen to me
Never place your affections
On a green willow tree

For the leaves, they will wither
And the roots, they will die
And you'll be forsaken
And you'll never know why

The thread follows the needle
The thread follows the needle
In and out the needle goes
While Mother mends the children's clothes

Tune:

Use to form circles, S's, I's, C's, etc. Stop and identify shapes made.

from Mrs. Evans via Alys Sibley

((Hello everybody,)) yes indeed
Yes indeed, yes indeed
((Hello everybody)) yes indeed
Yess, indeed, my darling

Words in (( )) may be changed to fit numerous situations:
1. Her name is (child's name) good for going around circle and introducing children.
2. Colors: I see a (red) book.
3. Days of week: Today is (Monday)
ETC.

Guitar chords:
E, A, B7

I'm Proud to be Me (Ages 5 - 8)

I'm proud to be me, but I also see
  You're just as proud to be you.
We might look at things a bit differently
  But lots of good people do.
That's just human nature, so why should I
  Hate you for being as human as I?
I'm proud to be me, but I also see
  You're just as proud to be you.

This Town is Your Town (for city children)

This town is your town, this town is my town,
From the busy highway to the corner grocery,
From the sandy seashore, to the rumbling train tracks,
This town was made for you and me.

(Change middle lines as needed for your community)

Did You Listen to the Wind

Did you listen to the wind as it blew today?
  ooo - ooo - ooo
Did you listen to the wind as it blew today?
  ooo - ooo - ooo